

**Consecutive Interpreting
Self-Study Manual
САМОУЧИТЕЛЬ ПО ПОСЛЕДОВАТЕЛЬНОМУ ПЕРЕВОДУ
Russian-English**

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Self-Study Manual Russian-English

*“...I not only admit but freely announce
that in translating [...] I render not word for word,
but sense for sense.”
(St. Jerome 395 CE/1997:25)*

This manual is intended to help speakers of English and Russian develop their consecutive interpreting techniques. In order to maximize the usefulness of this manual, you should be completely fluent in both languages. Language deficiencies (in listening comprehension, vocabulary, and speech production) may seriously hinder your ability to develop the core skills necessary for consecutive interpreting.

Part I. Overview of Consecutive Interpreting

1. Definition of Consecutive Interpreting

The term *translation* refers to the conversion of meaning from one language to another. More specifically, *translation* (*письменный перевод*) refers to the conversion of written messages and *interpretation* (*устный перевод*) refers to the conversion of spoken (or signed, in the case of sign language) messages to another language. In *consecutive interpreting*, the interpreter waits for a speaker to complete a message in the source language (SL), and then renders that message in the target language (TL). The source language message may be as short as a sentence or two, or as long as 15 to 20 minutes. The nature of the discourse may be of various sorts: information-briefing, interview, presentation, discussion, political speech.

The consecutive style of interpreting—when the interpreter speaks after the speaker—is used in a large array of settings and circumstances. Perhaps its most common use is in interviews, situations where one person needs to elicit information from another, such as to obtain information in an investigation; take a medical history; prepare a legal case or business negotiation; or determine eligibility for a program or service. Depending upon the particular requirements of a given setting, the interpreting can be done phrase-by-phrase, with rapid switching between speaker and interpreter. Alternatively, the interpreter may encounter long, narrative monologues, which will necessitate taking notes and retaining long passages in order to avoid disrupting the flow of a message.

Each setting in which interpreters work has its own unique characteristics and needs for which the interpreter must meticulously prepare. Interpreters often specialize in particular fields, and must undergo training for specific settings in addition to fundamental instruction in interpreting techniques and standards of practice. For instance, medical and mental health interpretation involves highly technical concepts and terminology, sensitive personal interaction, and strict adherence to ethical standards.

Interpreting testimony in a legal proceeding is another noteworthy environment. The standard of precision in legal proceedings is extremely high, as the credibility of the speaker will be judged based on the interpreter's ability to convey not only the content of the message itself, but also its form—complete with pauses, tone of voice, intonation, and pace. Interpreters in legal proceedings also take an oath to interpret accurately and thoroughly, and they must always be mindful that a person's freedom or livelihood may depend on their interpretation.

Telephone interpretation poses a unique challenge to the interpreter because of the absence of visual cues. Gestures and facial expressions provide vital information that the interpreter needs to clarify meaning or intent. To make up for the lack of visual input, the interpreter may need to intervene more frequently, to interpret short phrases, or to request repetitions or clarification. In some cases, facilities are equipped with video connections to compensate for this shortcoming, but this is not always possible. Even with a video connection, remote interpretation is far more stressful than interpretation in the presence of the participants. In any event, it is crucial to have a good audio connection so that there is no auditory interference. Background noise that would not normally be a noticeable distraction in an in-person interview can be quite disruptive to an interpreter working with a telephone or video connection.

Another consecutive interpreting situation is known as escort interpreting, when people are conducting a site inspection or touring a facility. This requires flexibility on the part of the interpreter, who may be forced to interpret while walking outside or standing on a noisy factory floor. In the case of a tour, the interpreter may have occasion to address a TL audience through a loudspeaker or microphone. As note-taking is obviously difficult under these circumstances, phrase-by-phrase interpreting is more likely than interpreting long segments. When the parties are sitting in a quiet room, the interpreter has more opportunity to take notes and intercede at longer intervals.

Less common, especially given the wide availability of portable interpreting equipment, is consecutive interpreting of speeches to large audiences. However, this situation does occur when there are banquets or receptions, or when arrangements have not been made for simultaneous interpreting equipment due to inadequate notice. The challenge presented by speeches is that the interpreter must retain long passages, so good note-taking skills are crucial. Properly trained interpreters can accurately interpret up to 20 minutes of discourse, although the TL version is usually just 70% to 80% of the length of the SL message. It should be noted that even if the interpreter is capable of completely interpreting a long speech, it is nevertheless difficult for the audience to sit through 20 minutes of discourse they do not understand. Similarly, it is difficult for the speaker to maintain continuity when the speech is broken up by such long intervals. For this reason, it may be preferable to have the speaker pause more frequently for the interpretation.

Regardless of the setting in which consecutive interpretation occurs, it is clear that it is a complex task requiring extensive training and reflective practice. Mastering two or more languages is merely the first step toward becoming a proficient interpreter. In addition,

the linguist must have good public speaking ability, as well as highly developed short-term listening, memory, and analytical skills.

2. Meaning-Based Interpreting

Interpreting a message from one language to another requires transferring **meaning**, not words. A word-for-word or literal translation is often meaningless to TL listeners. For example, when a speaker says, “Hello, how are you?” to a visitor, the interpreter does not simply find a TL word for *hello*, a word for *how*, a word for *are*, and a word for *you* and then glue them together. Instead, the interpreter examines the whole message and analyzes the context in which it is uttered. Since the message is a standard greeting expression, and since in reality the speaker usually does not actually want to know about the wellbeing or state of mind of the visitor, the interpreter must find an equivalent standard greeting in the TL. In choosing this equivalent, we must bear in mind the time of day, the circumstances of the meeting, the status and gender of the speaker and listener, and any other relevant factors. The TL version might be something like *Hi*. or *Good morning*. or *Pleasure to meet you*. or *I hope you are well*. It does not even have to be a question.

Often this process is automatic, and the interpreter may not even be consciously aware of making these decisions. In most cases, however, the message is much more complex than a simple greeting, and the interpreter has to employ strategies to negotiate issues as major differences in grammar and syntax, ambiguities, and cultural variations. A single word may represent several different meanings, for example, and the interpreter must first determine the context in which the word or phrase is used in order to recognize the SL meaning before choosing an appropriate equivalent in the TL.

The interpreter’s primary objective in converting a message from one language to another is to eliminate the language barrier so that the message has the same impact on the TL listener as it does on a listener who understands the SL. This concept is known as “dynamic equivalence” (Nida and Taber, 1974), and is a constructive tack for avoiding an excessive reliance on the word-for-word solution to translation problems.

The most important strategies available to interpreters for solving message-transfer puzzles are outlined below. Many of the categories listed are taken from the books *In Other Words: A Coursebook on Translation*, by Mona Baker (Routledge, 1992), *Introduccion a la Traductologia*, by Gerardo Vazquez Ayora (Georgetown University Press, 1977), and Профессиональный тренинг переводчика.

И.С. Алексеева. Санкт-Петербург, Издательство “СОЮЗ”, 2005, but they are not meant to be definitive or comprehensive. In other words, the technique used to convey the meaning of a term might be called *modulation* by one interpreter and *equivalence* by another; the label is not what matters, rather, it is the process itself.

2a. Transposition and Conversion

Often the order of words in a sentence (syntax) varies from one language to another. Occasionally we can keep the same sentence structures in translation or make only slight modifications, but we frequently need to restructure the whole sentence in order to better convey the meaning. While Russian and English generally both follow the so-called “direct” Subject-Verb-Object sequence for simple sentences (e.g. *He reads a book* = Он читает книгу), cases, suffixes, prefixes, and endings that are acutely important in the Russian language make it much more grammatically elastic than English when building a sentence.

I bought a book yesterday.” = Вчера я купил книгу. or Я вчера купил книгу.
I do not like that person. = Мне не нравится этот человек. = Этот человек мне не нравится.

Furthermore, languages package messages differently. When translating between Russian and English, we often need to alter parts of speech. For instance, one English sentence can contain several active verbs, whereas a Russian sentence will have none.

Посторонним вход воспрещен. = Employees only.
Чей это ребенок? = Whose child is that?
Кто это? = Who is this?

The conversion may be more comprehensive than simply changing the part of speech. Sometimes the entire structure of the sentence must be changed. For example:

I am fine. = У меня все нормально.

Sometimes the lack of an agent or actor in one language can simply be treated as passive voice in the other. Alternatively, an agent or actor may have to be “created” to make the expression sound correct in the TL, as in some of the examples below. (Of course, the interpreter must be very careful when attempting to offer such additional information but cannot safely do so without background knowledge).

As everybody knows, this airport is the best in the country. = Как известно, это лучший аэропорт в стране.

Ему было сказано, что на улицу выходить нельзя. = They told him that he should not go outside.

2b. Negation or Modulation

Often simply changing the category of a word used to express a thought is not enough. When the two languages and cultures view the same issue from different points of view, the interpreter may have to change the point of view using a technique known as *modulation*. The examples below show a change in focus between Russian and English:

Are you warm? = Тебе не холодно?
Ты в порядке? = Are you okay?
Осторожно – окрашено! = Wet paint!

Beyond a shift in focus in interpretation, it may be necessary to use a negative statement instead of a positive one, or vice-versa—a technique known as *negation*. Examples:

He is the last person I want to see. = Я не хочу его видеть.
We will live up to your expectations. = Мы не обманем ваших ожиданий..
The bombs missed the target. = Бомбы не попали по цели.

Modulation may also be necessary when a term used in the SL is meaningless in the TL, as in these examples:

I don't have a nickel to my name. = У меня нет ни копейки.
Give me a ballpark figure. = Дайте мне приблизительную цифру.

Speakers frequently refer to expressions that arise out of popular culture. For example, popular television shows such as *Seinfeld* and *Friends* have added many phrases to the American vocabulary, and direct translations of such phrases seldom make sense. In addition to pop culture, sports and political campaigns and slogans such as, *Be a Tiger!* constantly add new terms into the Russian lexicon. To keep up with the latest English cognates entering Russian, as well as slang and humor in Russian and English, it is important to maintain consistent exposure to the mass media in both languages. Fortunately, much of this information is available online.

2c. Equivalence

The technique of equivalence is similar to modulation, except it is more extreme. When faced with metaphors, similes, allusions, slogans and proverbs, interpreters have to make more extensive changes than simply altering the terms of reference or being more explicit.

For example, *The lights are on, but nobody is home* might be rendered, *У него не все дома* or *Он плохо соображает*. When there is no equivalent metaphor in the TL, it is sometimes better to substitute an explanation for a metaphor. Some metaphors are nearly the same in both languages:

the walls have ears	и у стен есть уши
behind the scenes struggle	закулисная борьба
strike while the iron is hot	куй железо, пока горячо
to add fuel to the fire	подливать масло в огонь
where there is smoke there is fire	Нет дыма без огня
powers that be	сильные мира сего

Other metaphors must be adapted:

have one foot in the grave	они уже одной ногой в могиле
spring up like mushrooms	лезут, как грибы.
on an equal footing	на равных
to be in the right place at the right time	оказаться в нужное время, в нужном месте

To render an expression like *from Wall Street to Main Street*, the interpreter has to “decode” the second part of the expression and comprehend the concept it represents—small business—and then find equivalent representations in the TL (*Уолл-Стрит и малый бизнес.*). Given a reference such as *MySpace generation*, an equivalent should be translated as *те, кому от 14 до 24* in Russian; since if the interpreter cannot find a proverb/metaphor that conveys the same meaning, the next best solution is to provide a paraphrase.

A word of caution about altering the image or metaphor used by the speaker: Speakers sometimes repeatedly play on a theme throughout their speech, and if the interpreter has changed the image once, it will have to be changed every time the speaker refers back to it, causing the interpreter additional complications.

Allusions to famous political movements, as well as historical, religious or literary characters, may also have to be explained, or replaced with equivalent references, or simply neutralized. When a Russian speaker refers to *Великая Отечественная война*, the English interpretation should say *the Second World War*, *Карибский кризис* should be translated as *the Missile Crises*, when *Русский авангард* is mentioned, the interpreter should explain that this refers to the Russian art of the first two decades of the 20th century.

Another example of equivalence is rooted in grammatical differences. Modern English offers no way to reflect the distinction between the formal *вы* and the informal *ты*. Accordingly, the interpreter must be resourceful in finding equivalency by using polite forms of address such as *sir* or *ma'am*, or by calling the person by his or her title and surname/name and patronymic to reflect the formality of *вы*. Similarly, the interpreter may call the person by the first name or use other casual forms of address, as appropriate, for *ты*.

2d. Amplification

Amplification becomes necessary when a thought can be expressed more succinctly in the SL than in the TL. Consider the following examples:

позавчера	the day before yesterday
невестка	daughter-in-law
трудно сказать	it's hard <u>for me</u> to say
пожалуйста	you are welcome
Официальное решение будет, скорее всего, принято позже голосованием <u>полного состава</u> комиссии.	
the full board will likely vote on a ruling later	

Interpreters must also employ amplification when ideas are left implicit in the SL message, but must be made explicit in the TL. This amplification may be required by grammatical or stylistic differences between the SL and the TL (such as the looser connections between phrases in Russian that may call for more explicit connections in English), or it may be necessary because of background knowledge the TL audience cannot be assumed to share. Below are some examples of this type of amplification:

в духе революционных лозунгов	in the spirit of the <u>Bolshevik</u> revolution slogans
при задержании ему не <u>зачитали его права</u>	he has not been mirandized

2e. Omission

In contrast to the cases cited above, sometimes the TL can express an idea more efficiently than the SL, making the technique of omission appropriate. We should emphasize that while **words** may be omitted from the interpreted message, the **meaning** they represent must be left intact. As with amplification, sometimes the technique is used because the syntax and/or grammar of the TL demand it. At other times, it is deemed appropriate by the interpreter for cultural reasons. Consider the omissions listed below:

Американцы хотят знать, какого качества рабочие места ожидают их детей.
Americans want to know what kinds of jobs await their children.

Он сунул руки в карманы. He put his hands in his pockets.

Через два дня после аварии, Two days after the accident,

There are rare instances when omission of meaning is appropriate in light of the purpose of the source discourse. If elements of meaning contained in a phrase cannot be conveyed efficiently in the TL and are not pertinent to the topic at hand, they may safely be omitted. For example, the Russian term *мелца* is rendered as *mother-in-law* without the need to explain that it is the mother of one's wife. However, a decision like this requires careful judgment. If there is any doubt, the interpreter should convey all of the information contained in the original SL message.

2f. Compensation

When employing the technique of compensation, the interpreter makes up for an omission of meaning in one part of the utterance by providing additional information later on via division, combination, or shifting. In this way, all of the content of the SL message is ultimately rendered in the TL. Compensation may also be a useful tool when information that is incomplete at the beginning of a discussion becomes clearer later on—the interpreter can provide some clarification to the TL audience at a later point.

A good interpreter strives to convey not only the content of the SL message, but also the style and tone. However, it is not always possible to maintain the exact tone of a given meaning: *That's a pretty thing to say.* - *Постыдился бы!* because of a lack of equivalents. In the case of an idiomatic expression like *get all of our ducks in a row*, the interpreter who is not able to come up with an equally folksy expression in Russian may use a less colorful term like *привести все в порядок*. The overall casual tone of the message will still come across in Russian if the interpreter compensates for that particular lapse by using slang or colloquialisms elsewhere in the speech.

3. Pitfalls

In using the techniques outlined above, interpreters will run into some pitfalls that are inherent to interlingual message transfer. As noted earlier, languages do not package information in the same way, and the cultures with which they are associated have divergent worldviews. These differences mean that speakers of the SL may categorize objects or concepts in ways that cannot be converted directly into the TL: *He answered the telephone.* - *Он снял трубку.*

3a. Polysemy

Polysemy refers to the fact that a single lexical item can represent more than one unit of meaning. For instance, the different meanings of *nut* (a hard-shelled dry fruit; a piece of metal used for tightening or holding objects; or a crazy person) and *bear* (a noun meaning a mammal or a verb meaning to carry a burden) are examples in English. It is hard to imagine an interpreter confusing the two meanings of *bear*, since they are so distinct from one another. However, polysemy is one reason why machine translation so often produces absurd results. As a homophonous and tonal language, the possibility of misunderstanding oral Russian can be very high, since very different terms in meaning can sound similar or the same, e.g. *Идет дождь.* vs. *Идет человек в плаще.* *Во время большой перемены школьники выходят на улицу.* vs. *В правительстве грядут большие перемены.* , *душевное здоровье* vs. *душевный человек* etc.

There are frequent occasions, however, when the multiple meanings of a single lexical item are not so obvious, either because there is not enough context to make a judgment, or because the interpreter is not aware of additional meanings. For instance, the term *code* can refer to a set of laws, a set of instructions for a computer, or a system of symbols intended for secret communication. These meanings are related, and an interpreter going from English to Russian might assume that the term for the set of laws or instructions is the same as the term for system encryptions in Russian as well. In fact, the first meaning

is translated as *кодекс*, the second as *код*. Only by acquiring a comprehensive knowledge of the TL can the interpreter avoid the mistakes that result from such false assumptions.

In other cases, especially when dealing with terms that refer to abstract ideas rather than tangible objects, the semantic area referenced may not be transparent. The verb *to know*, for example, can refer to a wide range of intellectual functions, including remembering facts and figures (*I know my multiplication tables*), understanding concepts (*He knows a lot about psychology*), being acquainted with people (*We've known each other for years*), having experiences (*I've known poverty myself*), and even a physical function: sexual intercourse. In Russian, the verb *знать* is used for some of these meanings, but sometimes another verb or phrase may provide a better equivalent (e.g., *знакомы*). *Железо*, depending on the context could mean *iron* or *hardware* (vs. *software*), etc. Making the right choice requires a careful analysis of the SL message against the context of speaker's intent and circumstances, as well as a solid understanding of the nuances of the different options in the TL.

3b. Ambiguity

Ambiguity occurs when a speaker uses a term with multiple meanings and the listener cannot discern which one is intended. Thus, *There was a bowl of nuts on the table* could refer to food (especially if the table is in a kitchen), or to metal objects (on a table in a workshop). Problems can also arise in oral speech when a statement contains homophones—that is, words that sound alike but are spelled differently: *Go get the hose out of the shed* sounds exactly like *Go get the hoers out of the shed*. There is great potential for misunderstanding under these circumstances, but the more background knowledge the interpreter has, the less likely problems will occur. Interpreters must amplify their sensitivity to ambiguity by constantly considering the possibility of alternative meanings.

As noted earlier, information that remains implicit in one language may have to be made explicit in another language. However, this exposes the interpreter to the risk of attributing unintended meaning to what is left unsaid in the SL message. In Russian, subject pronouns are often omitted. Usually the context makes it very clear who the subject of the verb is, as in the case of *Он закрыл глаза*. (where the pronoun can be safely assumed to be *свою*); but because the first, second and third person forms of the verb are the same, sometimes it is not clear whether the subject is *I*, *you*, *he*, *she*, or *it*. Rather than guessing, it is better for the interpreter to ask the speaker before proceeding to interpret.

Another opportunity for ambiguity happens when the syntax of the SL is flexible enough that the location of a phrase within a sentence does not necessarily determine its meaning. An example of such an ambiguous statement is *Put the books on the table where they belong*. Without any context, it is unclear whether the books are already on the table and need to be put where they belong, or if the books belong on the table and must be put there. If this statement had to be interpreted into Russian, the interpreter would have to clarify which meaning was correct before deciding between *Положи книги на место* and *Положи книги на стол*.

4. Cultural Issues

Some of the above examples of translation problems and pitfalls can be attributed to differences in culture. It must be noted that all communication takes place against the backdrop of culture, and interpreters must be aware of differences relating to gender, social hierarchy, age, national history, and so on. Metaphors, proverbs, and slang are very closely tied to culture, as are paralinguistic features of communication, such as gestures, facial expressions and posture. The interpreter must consider all of these factors when rendering into the TL. The interpreter must compensate for an unfamiliar gesture with a verbal equivalent, or provide an explanation to avoid misunderstanding (e.g., “The speaker pointed to his chest, which means *myself*”). When the time in English is indicated as *last night* it, most probably, will be *вчера вечером* in Russian, while *I am* will be *час ночи*.

The “political correctness” movement in the United States has affected the use of many terms that used to be common but are now considered offensive because they promote stereotypes or have negative connotations. For example, *garbage engineer* and *letter carrier* have replaced gender-specific terms such as *garbage man* and *mailman*. Gender neutrality is not a major concern for many Russian speakers. When interpreting from Russian to English, the interpreter must decide whether to render *беременные женщины* as *pregnant women* or *pregnant people* depending on the audience and circumstances; and when interpreting from English to Russian, the interpreter may need to decide whether the gender of the person in question is necessary to convey the full meaning.

Similarly, Russian speakers are not as sensitive as English speakers about physical characteristics such as weight, and will use nicknames such as *толстяк/толстушка* in an affectionate way. English speakers would likely be offended if referred to as *fatty*, so the interpreter must make some accommodation. It may be appropriate to leave the nickname in Russian, with the hope that the English speaker will not understand it.

Some sports terms used by Americans such as *home run*, *draw*, and *sudden death* should be “decoded” by the interpreter.

Americans tend to treat people more informally than other nationalities do. If an American addresses a visitor by his or her first name, the interpreter may opt to substitute the person’s title and patronymic or last name, and to use more formal terms elsewhere in the communication.

Humor is also very closely tied to culture. Some jokes can be replaced with an equivalent, though that requires quick thinking on the part of the interpreter. Others, though, are simply untranslatable. There are times when an interpreter must simply state that the speaker said something that is amusing in the SL but has no meaning in the TL. It is also important to consider the speaker’s intent in using humor, or even offensive language. If the speaker **intended** to put the listener at ease with a joke, or to insult the listener with a derogatory remark, that intent should be conveyed to the listener. If no offense was meant, the interpreter may choose to omit the remark altogether or find a suitable equivalent.

History and political ideology are also important considerations for the interpreter. In some cases, names of historic events and places may need to be changed to avoid giving offense.

5. Component Skills of Consecutive Interpreting

As noted above, consecutive interpreting is a complex task. The interpreter is both peripheral to and central to the interaction, and must be well prepared at a macro and micro level. To become proficient, an interpreter needs to master each of the component skills listed below:

5a. Listening

The first step in interpreting is listening to the SL message to understand it fully. This may seem so obvious that it is not worth mentioning, but many interpretation errors can be attributed to a failure to process and comprehend what the speaker has said. The potential for misunderstanding is increased when the source message is in the interpreter's second language. Interpreters must therefore strive to develop their listening comprehension skills, which are comprised of three elements: 1) identifying units of meaning in the SL message, 2) determining the speaker's intent, and 3) applying general world knowledge to the message. The above-mentioned processes take place regardless of whether the utterance is going to be interpreted, but interpreting requires much more proactive, "deep" listening than one would otherwise employ.

Active listening involves analyzing a message thoroughly for the purpose of storing it in short-term memory and generating a TL version that matches it as closely as possible in terms of both substance and form. To assign meaning to the SL message, the interpreter must take into account such factors as topic, social context, speaker intent, circumstances of the listener, communicative goals, cause and effect, denotations and connotations, nonverbal aspects of communication, stress and intonation, and rate of speech.

5b. Abstracting

As discussed previously, a meaning-based interpretation may bear little superficial resemblance to the SL text in terms of grammar and syntax, but with few exceptions, all of the content of the original message should be conveyed intact. In order to construct a meaning-based TL version, the interpreter needs to detach the external form or surface structure of the message from its inherent meaning in a process known as abstraction.

Without this critical step, the result is literal, word-for-word interpretation. Experienced interpreters become so proficient at abstraction that they are unable to repeat the exact words the speaker used, but they remember all of the content. However, the form of the SL text cannot be completely discarded, as important features such as intonation and register must be reincorporated in the TL message. It is only the words themselves that are abandoned.

5c. Memory

When asked about the most difficult aspect of consecutive interpreting, almost all interpreters will say it is the ability to retain the SL message in its entirety. Generating an accurate version of the message in the TL requires such tremendous mental effort, in light of all the complexities discussed above, that it is easy for portions of the source text to get lost along the way. Human memory has been the subject of many decades of research by neurologists, psychologists, and other specialists, and it is still a great mystery. It is generally agreed, however, that interpreters employ both short-term and long-term memory in consecutive interpreting, both to comprehend SL input and to produce TL output.

The interpreter holds the SL message in short-term or working memory while processing it for comprehension and abstraction. Long-term memory is triggered when the interpreter searches for connections to an existing knowledge base of vocabulary and usage (in both SL and TL), facts, events, cultural practices, and the like. Data cannot be retained in short-term memory indefinitely, so if the effort to assign meaning to the input takes too long, the message begins to fade and is replaced by a new segment. Long-term memory has no limit in terms of storage capacity or time, but retrieval of the desired information can be difficult. Searching for a word one learned many years ago and has not used since can be compared to looking through a massive file cabinet for a specific item in an unknown folder.

Since short-term memory has limited capacity and long-term memory does not, interpreters can enhance their ability to retain input by linking it as much as possible with long-term memory. This is done by strategies such as pattern recognition, forming associations, and “chunking” (organizing discourse into logical units), as will be illustrated in the exercises below. Retrieval capacity can be improved through constant access of the data stored in long-term memory, in turn keeping it fresh. To go back to the file cabinet analogy, files that are viewed every day are easy to find because we remember their exact location and they may even stick out above the files around them through constant use. Hence, interpreters need to develop as much background knowledge about their target subject as they possibly can by reading relevant materials, listening to news broadcasts, seeing films, engaging others in conversations about the subject, etc. This and any other exposure to both language and content (in TL and SL alike) will give interpreters multiple associations with the data and help quicken retrieval.

5d. Note-taking

One critical tool for supplementing short-term memory is taking notes. Recording ideas on paper converts them from an auditory form that can fade quickly to a more lasting visual form. Interpreters must be trained in taking notes specifically for consecutive interpreting, however, because even if it were possible to make a verbatim record of the speaker’s utterances, the task would focus too much attention on words rather than meaning, and would use up much of the mental energy that the interpreter should devote to processing and understanding.

In phrase-by-phrase consecutive interpreting, interpreters tend to jot down keywords and numbers such as names, dates and addresses. They find that taking more detailed notes

draws their attention away from the speakers and deprives them of visual cues that might be gleaned from body language. For longer consecutive interpreting, most interpreters find that a more highly developed note-taking system is necessary. There is no “one size fits all” system, since every individual processes information in a unique way, and different languages lend themselves to different approaches. Most interpreters develop their note-taking procedures over time and adjust them as the situation demands. This manual will present some of the features of a typical note-taking system and provide some opportunity to practice.

When developing their system, interpreters are encouraged to avoid inventing symbols, or other solutions, a priori, which makes them difficult to assimilate and retrieve from memory when needed; but create symbols, or other solutions, from experience and adapt them to personal needs. This makes them easy to memorize and recollect; choose umbrella-solutions, that is finding a multi-meaning symbol (or any other written solution) that includes several words and concepts belonging to the same semantic field (i.e. a graphic or iconic solution for the following cognate concepts: “say, speak, declare, express, announce, remark, state, etc.”). Interpreters should avoid choosing similar symbols that can easily lead to ambiguity, confusion and misinterpretation; practice note taking by transcribing written texts into consecutive interpretation notes.

5e. Producing the TL Message

The final component of consecutive interpreting is one that is often taken for granted, but like the first component, listening, this one must be given as much attention as every other aspect of consecutive interpreting. If language deficiencies or an inability to work under pressure tax the interpreter’s mental capacity, there is a risk that portions of the SL message will be forgotten. Alternatively, the interpreter may fully understand and recall the SL message, but if it is not verbalized in the TL in a way that the listener can understand, the interpreter has failed. Public speaking skills, including enunciation, voice projection and modulation, breathing, posture, poise, mental agility, stress management, and stamina are essential for interpreters. The ability to express oneself at ease in the TL, with a full command of nuance and rhetorical devices cannot be over-emphasized.

Another skill that should not be overlooked, especially in short consecutive interpreting, is the ability to control turn-taking. Experienced interpreters know the limits of their processing capacity and are able to intervene appropriately to interpret without disrupting the flow of communication. A timid interpreter who allows speakers to go on for too long either omits important information or interrupts constantly to request repetitions. In contrast, a confident and assertive interpreter develops a rhythm with the interlocutors and assures them that they will be allowed to express themselves fully.

Part II. Exercises for Enhancing Interpreting Skills

The exercises listed here are designed to help you develop the techniques you need to perform the tasks that make up consecutive interpreting. Some of them may be easy for you, while others will take longer to master. One of the keys to proficient interpreting is constant practice to internalize the processes involved. If you have difficulty with any of

the exercises, repeat them as many times as necessary (either with the same text or with other similar ones) until you feel comfortable with the task.

An important concept for interpreter training is *reflective practice*, meaning working on component skills in a systematic way, setting goals for practice, keeping a record to track progress, and constantly checking the work product against the goals that have been set. To this end, **it is essential that you record each practice session and listen to your recordings critically to assess your work.** Working with a partner helps you keep to your practice schedule and monitor your progress.

Unit 1. Intralingual Listening and Memory Exercises

Lesson 1. Main Idea and Summarizing

1.1.1. Main idea

Directions: Listen to each text and, speaking into a tape recorder, identify a single main idea in 10 words or less. It may help to imagine yourself making up a headline for this item in a newspaper.

Text A

The United States is responsible for exporting 42 percent of all spam, as mass e-mail attacks are known. South Korea is second, at 13 percent, followed by China with 8 percent, Canada with 6 percent, and Brazil with 3 percent. Although legislation has been passed to combat this scourge, it has had little impact. Critics say the laws are not being enforced vigorously enough. Spammers are taking advantage of high-speed Internet connections, which explains why South Korea, which has the greatest penetration of broadband technology of any country, is one of the a leading producers of spam.

[Main idea: *Most spam is generated in the United States.*]

Text B

По мнению местных аналитиков, инициативы президента Алиева, адресованные Европе, свидетельствуют о том, что в Баку не удовлетворены ходом мирного процесса и посреднической миссией мировых держав в урегулировании армяно-азербайджанского конфликта из-за Нагорного Карабаха, в частности Вашингтона и Кремля. По словам бакинского политолога Алпая Ахмеда, на словах поддерживая территориальную целостность Азербайджана, в реальности США и Россия не предпринимают на карабахском направлении никаких конкретных действий. Более того, отметил политолог, Москва поставляет Армении, оккупировавшей почти 20% территории Азербайджана, оружие и современное вооружение, а администрация президента США, ссылаясь на сильное армянское лобби в Конгрессе, выделяет Еревану десятки миллионов долларов.

[Main idea: *В Баку недовольны политикой США и России в карабахском конфликте.*]

Text C

According to a poll released by the National Sleep Foundation, sleep is the "great American divide," with only half the country sleeping well almost every night. The other half is split between those getting "a good night's sleep" a few nights each week and those resting well a few nights a month or less. Lack of sleep is leaving Americans with deteriorating productivity, dangerous driving practices and too little sex. "This is very much in line with what I'm seeing in my practice" said a family physician. "People in the U.S. don't make sleep a priority. It really is a very important aspect of one's health care and public health. It affects your personal health and also can put others in jeopardy."

[Main idea: *Americans' lack of sleep is bad for their health and causes other problems for society.*]

Text D

Российские врачи-инфекционисты бьют тревогу: СПИД атакует тридцатилетних замужних женщин, которые, если бы не вирус, были бы образцовыми женами и матерями. Раньше благополучные домохозяйки никогда не входили в группу риска. Что же произошло? Медики вынуждены констатировать: СПИД, к которому подавляющее большинство россиян относится как к болезни деклассированных элементов, может стать бичом любой семьи. И связано это прежде всего с ростом супружеских измен. Изменяют в основном мужчины, но врачи говорят, что в последние годы женщины также стали часто «приглашать» в семью СПИД.

[Main idea: *Все больше замужних женщин в России приносят в семью СПИД.*]

1.1.2. Summarizing

Directions: Listen to each passage and summarize the main points in 40 words or less. Make sure to record your summary so that you can count the words.

Text A

The U.S. Centers for Disease Control and Prevention has ended a study of the effects of radioactive fallout among people living downwind of atomic tests that were done in Nevada during the 1950s and 1960s. The study has already cost about \$8 million and was ended for lack of funding, a CDC spokeswoman said. The study had already re-checked some 1,300 of the 4,000 former students who lived in eastern Nevada and southwestern Utah during the atomic tests. The latest research was an attempt to re-examine those residents. Critics allege a possible attempt to suppress research into the health effects of fallout on American citizens, saying they can find no other instance of this type of study being ended before its completion.

[Summary: *A study to re-examine the effects of radioactive fallout on people living downwind of atomic tests has been discontinued for lack of funding. Critics say this unprecedented curtailment represents an attempt to suppress research.*]

Text B

"С 1 января 2005 года призывники не направляются в Чеченскую республику. Эту практику мы распространим на все "горячие точки", - сказал заместитель министра обороны Российской Федерации, генерал Николай Панков. По его словам, "очень важно гарантировать мамам, папам и молодым людям, которые собираются служить, что "горячие точки" им не светят". Н.Панков сообщил, что уже 60 воинских частей и соединений переведены на новый принцип комплектования - по контракту. "В 2007 году заканчивается реализация Федеральной целевой программы по переводу армии на контрактную основу. К 1 января 2008 года российские вооруженные силы на две трети будут контрактными", - сказал генерал. В то же время, по его словам, руководство Минобороны РФ не ставит цель "сделать армию полностью контрактной". "Мировой опыт показывает, что самыми дееспособными являются армии, которые комплектуются по смешанному принципу - по призыву и контракту", - сказал Н.Панков.

[Summary: *Согласно заявлению замминистра обороны России, призывников больше не направляют в места ведения боев. Уже сейчас значительная часть армии переведена на контрактную основу, а к 2008 году контрактники составят две трети российских вооруженных сил.*]

Lesson 2. Main Idea and Summarizing, Continued

1.2.1. Main Idea

Directions: Listen to each text and, speaking into a tape recorder, identify a single main idea in 10 words or less. Try to imagine that you are making up a headline for this item in a newspaper.

Text A

Россия заняла одно из ведущих мест по уровню коррупции в мире. Всего в исследование международной организации "Транспаренси Интернешнл" включены 163 страны. Уровень восприятия коррумпированности в странах определяется экспертами по 10-балльной шкале. Чем больше баллов, тем меньше уровень коррупции. В этом году Россия заняла 127 место с показателем 2,5 балла. Наиболее близкая ситуация - в Гондурасе, Непале, на Филиппинах и в Руанде. Наименее коррумпированы, согласно составленному рейтингу, Финляндия, Исландия и Новая Зеландия. Хуже всего с взяточничеством - в Ираке и Мьянме.

[Main idea: *Россия является одной из наиболее коррумпированных стран мира.*]

Text B

The arrival of hundreds of terror suspects at the remote U.S. naval outpost of Guantanamo has produced a population boom and a flood of amenities, including a miniature golf course, Starbucks coffee, concerts and a planned go-cart track. The non-detainee population at the Caribbean base has soared from 2,600 to about 9,500 since the military brought in the first prisoners from the U.S.-led war in Afghanistan three years ago. Uncertainty shrouds the future of the prison after court rulings undermined the government's argument that the detainees are beyond the reach of the U.S. legal system and are not entitled to the same protections as prisoners of war held under the Geneva Conventions. Still, construction continues under the assumption that most detainees are not leaving soon.

[Main idea: *Holding terror suspects at Guantanamo has led to a population and construction boom despite recent court rulings against the detention.*]

Text C

Президент Словакии Иван Гашпарович прибыл в понедельник в Москву с пятидневным официальным визитом. Программа пребывания в России предусматривает официальные переговоры в Москве, а также поездку по российским регионам. В преддверии визита в интервью ИТАР-ТАСС Иван Гашпарович сказал, что он хочет говорить с российским руководством не только об экономических вопросах, но и обо всем комплексе отношений РФ с Евросоюзом и Словакией.

[Main idea: *В Москву с официальным визитом прибыл президент Словакии.*]

1.2.2. Summarizing

Directions: Listen to each passage and summarize the main points in 50 words or less. Make sure to record your summary so that you can count the words.

Text A

No amount of historical scholarship can ever definitively answer this question: Did Americans drink more or less alcohol during Prohibition than before it? When the constitutional amendment banning alcohol consumption was passed, the country was recovering from wartime shortages of all sorts of goods, including alcohol, so consumption was on the decline anyway. For the first few years after the ban was imposed, the downward trend in drinking continued. Serious drinkers had had plenty of warning that Prohibition was coming, however, and many stockpiled liquor in basements, garages, and even safe-deposit boxes. Others tried going cold turkey, and when that proved too difficult, they began making their own booze. Thus, although official statistics showed a sharp decline in drinking, they were notoriously unreliable. Surveys that did not require people to incriminate themselves, such as studies on grape production, suggested that

consumption was actually increasing. The number of deaths from alcoholism also rose during the Prohibition years. In any case, it soon became apparent that the law wasn't achieving the desired effect, and Prohibition was repealed.

[Summary: *It is unclear whether Americans' alcohol consumption rose or fell when Prohibition was implemented. Statistics on drinking are unreliable, but data on related phenomena suggest that drinking increased. Prohibition laws were eventually repealed as ineffective.*]

Text B

Новая масштабная антитабачная кампания стартовала в Австралии несколько месяцев назад. Вместе с тем врачи-наркологи и психологи сильно сомневаются в эффективности подобной пропаганды. Сомнения эти доказывают и результаты проведенного австралийскими и американскими учеными исследования. Опросив более 100 тыс. подростков, исследователи пришли к выводу, что антитабачные ролики не только не заставляют людей бросать курить, но даже усугубляют вредную привычку. Отечественные врачи полностью согласны с выводами своих зарубежных коллег, и в качестве доказательства они приводят данные Всемирной организации здравоохранения. Дело в том, объясняют специалисты, что социальная антиреклама действует весьма избирательно и специфично. Некурящий человек, например, просто ее не замечает, для него это просто фон. Что касается зависимого от курения человека, то ему абсолютно все равно, в каком контексте увидеть возжеленную сигарету: в форме красивой рекламы или же грозного предупреждения.

[Summary: *Начавшаяся в Австралии кампания против курения не дала желаемого результата. Ее опыт, по выводам экспертов, продемонстрировал безразличие курильщиков к антитабачной пропаганде.*]

Text C

China's thirst for minerals and markets has increasingly brought it to Africa, where it seeks to buy commodities such as gold, platinum, and most importantly, oil. But lately the Russian have been operating on a different front, one that could complicate the U.S. Government's efforts to promote democracy here: African politics. Last year, China thwarted US efforts to impose sanctions on Sudan, which supplies nearly 5 percent of China's oil and where the US says genocide has occurred in its Darfur region. China or its businesses have reportedly begun to deliver 12 fighter jets and 100 trucks to Zimbabwe's Army in the face of a Western arms embargo. China is increasingly making its presence felt on the continent, from building roads in Kenya and Rwanda to increasing trade with Uganda and South Africa. But critics say its involvement in politics could help prop up questionable regimes. In return for its support, China has received diplomatic backing from many African nations on its opposition to Taiwan's independence.

[Summary: *China has been making incursions in Africa, not only in the economies of these countries but also in their politics. In some cases it is working against US efforts to promote democracy, and Russian foreign aid is given in exchange for international diplomatic support.*]

Text D

По самому распространенному представлению потребителей о частной торговой марке розничной сети, это «частное производство, где-то при магазине» или «у магазина есть какое-то свое подсобное хозяйство где-то в области, на котором эти продукты и производятся». Так, если верить результатам опроса исследовательской компании «Прорыв», думает треть россиян. Еще 26,5% считают, что частная марка – это продукция небольшого подсобного или фермерского, т.е. «ограниченного» хозяйства. 11,6% покупателей убеждены, что продукты производятся непосредственно в магазине. И лишь 13,5% знают, что это такой же товар, что и у бренда производителя, но под маркой торговой сети. Ну, а поскольку большинство верит, что продукты в той или иной степени делают чуть ли не сами продавцы, то предубеждений разного рода на их счет достаточно. Во всяком случае, очень многие подозревают, что качественными и надежными такие товары быть не могут.

[Summary: *Российский потребитель не верит в частное производство. Товары частных предприятий не покупаются, так как существует ошибочное мнение, как об их качестве, так и о реальных изготовителях товаров подобного рода.*]

Lesson 3. Visualization

1.3.1. Visualization

Directions: Listen to the passage and create a visual image of the scene in your mind. Then repeat as much of the passage as you can recall, using your own words. Record yourself and then check your work against the written text in the book.

Text A

Four young protesters tied themselves to the railroad tracks with steel chains in order to stop a nuclear waste transport train. They picked a small curve in the tracks as the site of their protest to ensure that the police guarding the train would not spot them too early. Indeed, the police and the engine driver saw them only a few hundred yards ahead while traveling at around 70 mph. Of course, a train carrying several hundred tons of cargo takes a long time to stop. Three of the protesters were able to free themselves just in time, but one of them was not fast enough. The train ran over one of his legs and stopped dead several yards away. As a result, the nuclear waste train was delayed three hours for the investigation of the incident, but then it continued undamaged on its journey.

Text B

Длина Четвертого транспортного кольца составит предположительно 61 км. Магистраль будет строиться с востока на северо-восток. Начиная от станции метро «Текстильщики», она пойдет вдоль Курской железной дороги, достигнет Третьего кольца и далее направится параллельно малому кольцу Московской железной дороги. После пересечения с шоссе Энтузиастов дорога пройдет вдоль Лосиног острова к Ярославскому шоссе и затем пересечет Алтуфьевское, Дмитровское, Ленинградское и Волоколамское шоссе. По улице Народного Ополчения кольцо выйдет к Минской улице и перейдет в Ломоносовский и Нахимовский проспекты. Под музеем-заповедником «Коломенское» трасса уйдет в 4-километровый тоннель, выход из которого построят уже на другом берегу Москвы-реки. После тоннеля дорога пройдет через Печатники и замкнется у Волгоградского проспекта. «Только на проектирование участка этой трассы от Волгоградского шоссе до Дмитровского было потрачено около 1 млрд. руб.», – сказал г-н Аксенов.

Text C

Two astronauts, a Russian cosmonaut and his American counterpart, have completed a spacewalk outside the International Space Station. The mission was performed in order to install necessary docking equipment, which will allow a European cargo craft to dock with the station. Initially, the spacewalk was scheduled to last for 6 hours. However, the astronauts completed their task before the time limit and returned inside. The orbiting laboratory was left unmanned while the astronauts installed antennas that form part of the docking mechanism for a European Space Agency cargo craft. The astronauts also launched an experimental satellite by simply throwing it like a basketball while they were outside.

Text D

Дом самого богатого украинца Рината Ахметова — на территории Донецкого ботанического сада, на окраине города. Асфальтированные дорожки этого запущенного парка ведут к озеру, переходящему в болото. Дальше — заросли. А уже за ними — кирпичный забор, с виду метров четыре в высоту. Вдоль него стоят около двадцати клеток с собаками сторожевой породы. Несколько десятков охранников в военной форме, с рациями, охраняют со всех сторон имение. Дом специально построен так, чтобы исключить возможность снайперского попадания. Ведь на жизнь Ахметова уже покушались три раза. Все деревья у дома не выше забора. Чтобы увидеть двор, пришлось взобраться на дерево. Однако оттуда виднеется лишь верхний этаж — пастельные зеленоватые стены и крытая медью крыша. Заметно, что архитекторов дома вдохновил Мариинский дворец в Киеве, где президент принимает самых почетных гостей.

1.3.2. Chunking

Directions: Listen to the passage and identify the separate ideas, or “chunks,” contained in it. You may find it helpful to count them on your fingers as you are listening. Afterwards, try to repeat the passage with as much detail as possible (not necessarily in the same words or in the same order as the original).

Text A

When German air-traffic controllers speak to Mexican pilots they speak English. When Russian importers do business with Japanese manufacturers, they use English. Now Chile has begun a nationwide educational program to ensure that all graduating high school students are fluent in the globe's international language. Nationalists are already calling the plan an assault against the country's culture. But free market enthusiasts contend that speaking English will help make Chile, already a leading exporter, an even stronger competitor in world trade. The result will be a richer nation better able to define and defend Chilean culture.

[Chunks: 1) worldwide business is conducted in English, 2) Chile wants all students to become fluent in English, 3) nationalists think it's an assault on Chilean culture, 4) free market enthusiasts think it will improve competitiveness, 5) Chile will thus be richer and better able to defend its culture.]

Text B

Глава Роспотребнадзора Геннадий Онищенко считает, что Россия и Латвия смогут найти общий язык по вопросу возобновления продажи шпрот. «Профессионалы всегда договорятся», – заявил он журналистам в четверг. Возможно, это и так, но хорошие и недорогие шпроты купить становится не так-то просто даже в Москве. Все началось с того, что ровно месяц назад Роспотребнадзор обнаружил в латвийских шпротах повышенное содержание опасного канцерогена – бензопирена. Специалисты отреагировали сразу же: в масляных рыбных консервах он присутствует практически всегда. Тем не менее, продукция нескольких предприятий Латвии к ввозу в Россию была запрещена, а из магазинов в разных городах стали изымать шпроты целыми партиями. Неделю назад кампания докатилась до Москвы, где из продажи изъяли 75 тыс. банок. Сегодня эта цифра поднялась до 100 тысяч. Недавно в Москву прибыли латвийские чиновники, чтобы решить «шпротную» проблему. Двусторонняя комиссия должна выработать единые стандарты содержания бензопирена в продуктах питания. По словам г-на Онищенко, в Роспотребнадзор также поступила заявка от латвийских производителей шпрот с предложением встретиться в ближайшее время. Чиновник подчеркнул, что в России были запрещены только некоторые партии латвийских шпрот.

[Chunks: 1) Россия и Латвия смогут достичь соглашения по продаже шпрот. 2) Сейчас в Москве трудно найти шпроты. 3) Месяц назад Российские инспекторы обнаружили в шпротах повышенное содержание канцерогена. 4) Латвийские представители, приехавшие в Россию, пытаются решить проблему.]

Text C

American researchers reported this week that stem cells found in hair follicles can develop into nerve cells and might be useful in medical treatment. With strict government restrictions on using stem cells from human embryos, scientists in the US are under pressure to find alternative sources of these cells, which can develop into different kinds of body tissues. The researchers found that stem cells taken from the follicles of mouse whiskers matured into a number of different types of cells. Apart from the stem cells in embryos a few days old, adult stem cells are found throughout the body, including in bone marrow and hair follicles. Scientists hope it might someday be possible to take a person's own stem cells from hair follicles and grow a tissue transplant.

[Chunks: 1) *stem cells from hair follicles can become nerve cells*, 2) *useful for medical treatment*, 3) *restrictions on stem cells from human embryos mean alternative sources must be found*, 4) *stem cells can develop into different kinds of body tissues*, 5) *study involved follicles of mouse whiskers*, 6) *stem cells are found in embryos as well as adult bodies*, 7) *scientists hope to grow tissue transplants from hair follicles someday*.]

Text D

Сегодня Государственная Дума должна рассмотреть поправки в законодательство, ограничивающие права госслужащих в идеологической сфере. Речь идет о первом чтении двух законопроектов. Первый вносит изменения в Конституционный закон «О правительстве РФ», а второй представляет собой поправки к почти двум десяткам законов, регулирующих статус и полномочия различных должностных лиц. Обсуждение законопроектов было отложено со среды – тогда повестка оказалась слишком насыщенной. Напомним: первый документ вводит запрет для членов правительства РФ осуществлять дополнительную оплачиваемую деятельность – преподавательскую, научную и иную творческую – в тех случаях, когда такая деятельность финансируется за счет средств иностранных государств, иностранных и международных организаций, иностранных граждан и лиц без гражданства. Предложено также запретить членам кабинета министров входить в состав органов управления, попечительских или наблюдательных советов, иных органов иностранных некоммерческих неправительственных организаций и их структурных подразделений, действующих на территории РФ.

[Chunks: 1) *Госдума обсуждает поправки к законам об ограничении прав государственных служащих*. 2) *Обсуждение начинается с опозданием*. 3) *Госслужащим будет запрещено работать на стороне*. 4) *Предлагается также прекратить практику вхождения членов правительства в органы управления любых неправительственных организаций*.]

Lesson 4. Visualization and Chunking, Continued

1.4.1. Visualization

Directions: Listen to the passage and create a visual image of the scene in your mind. Then repeat as much of the passage as you can recall, using your own words. Record yourself and then check your work against the written text in the book.

Text A

Медвежья бессонница – так условно можно обозначить природное явление, наблюдающееся в эти дни в Сибири и, в частности, в Кемеровской и Томской областях. В этом году ноябрь в этих регионах выдался аномально теплым, температура превышает среднюю на 7–10 градусов. Именно поэтому медведи, которые обычно уже спят в это время, не могут найти себе зимних берлог. Их обычные «спальные места» подтапливаются дождями, и зверям приходится уходить. Этот факт заставляет беспокоиться специалистов, потому что чем дольше «косолапые» бодрствуют, тем больше они расходуют жирового запаса. И потом могут раньше проснуться и стать опасными «шатунами». Но не только медведи сочли аномально теплую осень за «вторую» весну. Из-за теплой погоды на деревьях и кустарниках набухают почки, повсюду видны островки зеленой травы, зацвели анютины глазки. А вот зайцы, наоборот, «переодевшись» в белую шерсть, вынуждены быстрее убегать от хищников и охотников, потому что снега до сих пор нет, а на серой земле звери очень заметны. По оценкам метеорологов, подобной погоды в ноябре не было в сибирских регионах уже 70 лет.

Text B

Two men traveling on the Interstate ended up in jail because the hood of their car popped open. The men were heading south on Tuesday when the hood flew open and covered the windshield. Instead of pulling over to fix the problem, the men stuck their heads out the windows so they could see the road and kept going at about 55 miles per hour. Two sheriff's deputies on patrol saw them and pulled them over. They arrested the driver on suspicion of driving on a suspended license and having no proof of insurance. The passenger was arrested on a parole violation warrant. Both men were taken to jail.

Text C

Город Кисловодск резко переориентировался на те товары и цены, которые наиболее востребованы именно сегодняшним отдыхающим контингентом: нефтяниками (не владельцами скважин, а сотрудниками нефтедобывающих компаний из Сургута или Тюмени), руководителями небольших компаний, врачами. Людям предлагается местная экзотика — кинжалы, папахи и бурки. Роги для вина в разнообразной серебряной отделке — это уж как водится. Еда — особенное кисловодское достижение, и она здесь на каждом шагу. Город до такой степени заставлен кафе, киосками, открытыми верандами, павильонами и просто мангалами, что всякий отдыхающий

не может не купить шашлык трижды в день (цены более чем божеские). Все блюда грузинской кухни удаются местным производителям на ура. Бутылка вина стоит от 30 до 40 рублей — дешевле хорошего пива.

1.4.2. Chunking

Directions: Listen to the passage and identify the separate ideas, or “chunks,” contained in it. You may find it helpful to count them on your fingers as you are listening. Afterwards, try to repeat the passage with as much detail as possible (not necessarily in the same words or in the same order as the original).

Text A

Сегодня в турецком курортном городе Анталье пройдет саммит глав тюркоязычных государств, в котором примут участие лидеры Турции, Азербайджана, Казахстана и Киргизии, а также спикер парламента Узбекистана и вице-премьер Туркмении. Восьмой по счету саммит говорящих на родственных языках соседей по региону проводится по инициативе президента Турции Ахмета Недждета Сезера. Первая подобная встреча состоялась еще в 1992 году в Анкаре. Однако сам характер форумов, да и отношение к ним несколько изменилось. Изначально саммит рассматривался, как попытка сколотить некое единое пространство тюркоязычных государств, но, как показал дальнейший опыт, реализовать на практике эту идею оказалось непросто. Сейчас лидеров этих стран объединяют не гуманитарные, а куда более прагматичные интересы. Основная задача, которая стоит сегодня, – развитие торгово-экономических контактов между этими странами.

[Chunks: 1) В Турции сегодня проходит встреча руководителей тюркоязычных стран. 2) Это уже восьмой саммит глав государств региона. 3) Характер обсуждаемых вопросов с годами изменился. 4) Единого пространства не получилось. 5) На сегодня актуальными становятся торгово-экономические связи.]

Text B

Paleontologists made a startling discovery of blood vessels inside the fossilized leg of a 68-million-year-old *Tyrannosaurus rex*. Researchers say the discovery may herald a new era in dinosaur studies. And paleontologists may be forced to excavate fossils more gingerly from now on. Ironically, the discovery was made after the bone was broken by scientists during the excavation. The biggest implication of the find is that it may not be a rare occurrence. There might be many more such preserved tissues inside fossils sitting in museums and laboratories all over the world. However, there is no chance at all of recovering any genes from the tissues.

[Chunks: 1) Paleontologists discovered blood vessels in a *Tyrannosaurus rex* fossil, 2) the discovery may mark a new era in dinosaur studies, 3) may have to be

more careful excavating fossils, 4) discovery made when bone was broken, 5) there may be many more preserved tissues in fossils already excavated, 6) no chance of recovering genes.]

Text C

Озеро Эльгыгытгын – это заполненный чистой водой кратер, образовавшийся около 3,6 миллионов лет назад в результате падения на Чукотке метеорита. По другой гипотезе, эльгыгытгынская впадина - это кратер древнего вулкана. Глубина озера достигает двухсот метров, диаметр – 17 километров. Почва по берегам озера, расположенного в 500 километрах к северо-западу от столицы региона – Анадыря, скована вечной мерзлотой. Лед на поверхности Эльгыгытгына в некоторые годы не успевает растаять за краткое приполярное лето. Накапливающиеся год за годом отложения на дне озера представляют собой архив информации о живой природе и климате прошедших лет. Мощность осадочного слоя, по данным отечественных исследователей, достигает рекордных среди арктических озер двухсот метров. Предполагается, что за все время существования озера никогда не перекрывалось обледенением. Поэтому Эльгыгытгын – ценнейший источник научных сведений.

[Chunks: 1). Существует две гипотезы происхождения озера Эльгыгытгын –результата падения метеорита или кратер древнего вулкана. 2) Озеро находится в зоне вечной мерзлоты. 3) Ледовые отложения на дне озера, достигающие толщины до 200 метров, являются бесценным источником информации об изменениях климата и природы.]

Unit 2. Intralingual Note-taking Exercises

Lesson 1. Keywords, Verticalization

When performing consecutive interpreting of long statements or speeches, interpreters cannot take verbatim notes on what the speaker says. Even if they could, they would end up sight translating their notes, which is inefficient and can lead to stilted language due to interference from the source text. Instead, experienced interpreters note down key concepts and rely on their memory to recall the details of the message. The notes are written vertically to keep the ideas separate; if the interpreter simply writes from left to right until reaching the end of the page, the ideas become jumbled together and confused. Using a narrow piece of paper or a steno pad for note-taking encourages the verticalization of notes.

In this lesson you will practice focusing on chunks or segments of meaning as you did in Unit 1, but this time you will introduce note-taking to the process. At the end of each passage in the book, which you may refer to after you have taken notes and repeated the passage, you will find a list of suggested keywords just to help you better understand the concept. You may have chosen completely different words to write, but that doesn't matter as long as you remembered the passage correctly. Remember, the notes need to

make sense to you and no one else. Also, you may choose to write down words that didn't appear at all in the passage but capture the idea for you — even words in a different language from that of the source text.

2.1.1. Keywords

Directions: As you listen to the passage, jot down a key word or phrase to remind you of each of the ideas or propositions that you hear. Be sure to limit yourself to one word per idea; if you write too much, you will not be able to listen adequately for proper understanding and recall. Then repeat, in the same language as the original, as much of the passage as you recall, referring to your notes as needed. Be sure to record yourself and play back the recording to check your version against the text in the book.

Text A

Scientists conducting a large-scale study have come to the same general conclusion as the controversial documentary, "Supersize Me," with its admittedly unscientific study of one individual: Frequent consumption of fast food is bad for your health. The recently published study offers compelling evidence to support the main contention of the film, which depicted a man's one-month adventure in gorging on McDonald's fare. Researchers found a correlation between fast food, weight gain, and insulin resistance in what appears to be the first long-term study on this subject. The study took into account other lifestyle factors such as television viewing, physical activity, alcohol consumption, and smoking, but determined that increase in body weight and insulin resistance from fast-food intake seemed to have a greater impact than these other factors.

[Sample keywords:

study

film

fast food bad

support

1 month

McDonald's

correlation

weight

insulin resistance

1st long-term

other factors

fast food worst

[Remarks: Note that the word list itself does not provide much information without the benefit of having listened to the passage and understood the entire message. Different individuals will choose different keywords to recall the same message, as the words are somewhat arbitrary. Details not contained in the keywords will be recalled if the student has listened carefully while writing. This

demonstrates that notes should be a supplement to the memory, not an end in themselves.]

Text B

Власти КНР вновь, как и три года назад, во время вспышки атипичной пневмонии, нарушают установки международных организаций, призванные охранять людей от опасных инфекций. В 2002 году, когда в Китае люди стали умирать от атипичной пневмонии (SARS), высокопоставленные чиновники от здравоохранения в Пекине сначала пытались скрыть правду об этом заболевании, а потом уменьшить масштабы его распространения. Как же такое могло случиться? В начале прошлого года в девяти странах Восточной Азии распространился грипп «авиан», погубивший огромное количество кур и другой домашней птицы. Увы, были жертвы и среди людей – погибло 54 человека. Всемирная организация здравоохранения (ВОЗ) предупредила, что вирус может претерпеть генетические изменения и образовать штамм, способный уничтожить миллионы людей в разных уголках планеты. Китай ничего не сообщал об эпидемии среди животных. И только в феврале прошлого года оповестил ВОЗ, что грипп затронул его птицеводство. Однако на самом деле это случилось еще в конце 90-х годов, когда министерство сельского хозяйства КНР дало разрешение фармацевтическим компаниям развернуть производство и продажу амантадина.

[Suggested Keywords:

власти КНР

нарушают

атипичная пневмония

скрыть

страны Восточной Азии

гибель

домашняя птица

жертвы среди населения

ВОЗ предупредила

вирус

генетические изменения

Китай не сообщал

птицеводство

разрешение

амантадин]

[Remarks: The spread of epidemic diseases such as the Avian Flu is a familiar topic to most of us, so you can draw on your background knowledge of the subject to help you remember the passage. Thus, the keywords will trigger not only your short-term memory of what you just heard, but also your long-term memory of what you know about the spread of epidemic disease/ Avian Flu. As you get further into the passage, familiarity with the speaker's intent will allow you to write less.]

Text C

The World Health Organization (WHO) has played down the danger of a wide spread of an Ebola-like virus called Marburg disease, which has killed dozens of people in Angola this month. Although it is the deadliest recorded outbreak of the rare disease, sources at WHO said it can be controlled. Marburg is less severe than Ebola; an Ebola sufferer is capable of infecting about a dozen people, but someone with Marburg infects only about four others. Therefore, the disease can be controlled easily if people sick with it are put in isolation and if all their contacts are identified. Like Ebola, which also has hit Africa, Marburg is a hemorrhagic fever. It spreads through bodily fluids and can kill rapidly. There is no vaccine or cure.

[Remarks: In this case, you may not be as familiar with the subject as in the previous passage, so you may need to write more keywords. You most likely wrote names and numbers, which are the hardest items to recall. You must always be careful to attach the keywords to an idea in your short-term memory, though; otherwise, you will end up with a list of words that mean nothing to you. Also, be careful that you don't end up simply writing down keywords like "Ebola" and "Marburg" repeatedly – the keywords in your notes need to convey meaning, not just mimic the structure of the text.]

Text D

В промышленности и ряде других сфер хозяйства в странах Латинской Америки ускорился процесс увеличения частично занятого населения. По некоторым данным, в 1990-е годы, общий уровень безработных, составил в среднем по региону 40% экономически активного населения. Уровень безработицы, например, в Мексике составил до половины рабочей силы. Подавляющее число безработных концентрировалось в крупных городах. Так, по оценкам социологов в 1990-е годы в столице Перу Лиме общий удельный вес безработных и полубезработных превышал 70%. Значительную долю всех безработных составили молодые люди. Увеличение безработицы в городах повлекло за собой отток трудящихся - выходцев из деревни в сельскую местность. Вместе с тем в Латинской Америке внутренняя миграция в крупные города по-прежнему остается интенсивной и усугубляет усложнившиеся проблемы "избыточности" рабочих рук городского населения. По результатам обследования, в столице Аргентины Буэнос-Айресе в 2001 году уровень "избыточных" рабочих рук среди лиц трудоспособного возраста превысил 60%.

[Remarks: This passage illustrates the need for interpreters to have world knowledge and awareness of issues affecting the South American countries. It is much easier to understand, take notes on and recall this text if you know the world politics and a typical Russian discourse, when touching upon such matters. Depending on your background, you may have strong feelings about the content of this passage. You must keep in mind that when you interpret, you cannot allow your personal views to affect the message you are interpreting; that is, you must

present the ideas of the speaker as the speaker intends them to be presented, no matter how you feel about them.]

Lesson 2. Keywords with Segmenting, Indentation

In the previous lesson, you practiced focusing on keywords that represented the chunks of meaning or ideas you heard in the passages. In this lesson, you will practice placing those keywords on the page in a way that helps you identify the relationship of ideas. In much the same way as you would make an outline of a speech or paper you were preparing, you will list the principal words or phrases down the left side of the pages, with subordinate words or phrases indented to the right underneath. When you begin a new idea, not only will you bring it out to the left, but you will also separate it from the previous idea with a space or line. This helps you read your notes quickly and identify key concepts at a glance when you are interpreting.

Abbreviation is also a good idea, as long as the words are still legible and can be distinguished from similar words, (consonants are more distinctive than vowels). You can also develop ad hoc abbreviations for terms that come up frequently in a given text. For example, in the passage about the Latin American countries above, abbreviated notes might look like this:

Suggested keywords:
Латинская Америка
1990-е
крупные города
частичная занятость
безработные
увеличение
отток
концентрация
внутренняя миграция
2001
Аргентина
избыточность
рабочие

As another example, in the passage about fast food above, the notes might look like this:

study
film
fst fd
bad

suppt

1 mo
McD

<i>correltn</i>
<i>wght</i>
<i>insln restnc</i>

<i>1st lng-trm</i>

<i>othr factrs</i>
<i>ff worst</i>

Please note that the abbreviations above are not followed by periods or dots. Although we do tend to use these dots in normal note taking, for consecutive interpretation note taking, it is wise to use these dots only when they convey meaning in and of themselves.

Indeed, punctuation marks can be quite useful as symbols, as will be demonstrated below in the sections discussing the use of symbols.

2.2.1. Verticalization, Indentation

Directions: As you listen to the message and note down keywords, think about how the concepts relate to each other and try to indent the keywords representing subordinate ideas. When a new concept is introduced, bring the keyword or phrase out to the left side of the page. Based on your notes, try to repeat, in the same language as the original, as much as you recall from the passage. Remember to record yourself and play back the recording to check for accuracy.

Text A

What is a dirty bomb? A dirty bomb is a mix of explosives, such as dynamite, with radioactive powder or pellets. When the dynamite or other explosives are set off, the blast carries radioactive material into the surrounding area. A dirty bomb is *not* the same as an atomic bomb. An atomic bomb, like those bombs dropped on Hiroshima and Nagasaki, involves the splitting of atoms and a huge release of energy that produces the atomic mushroom cloud. A dirty bomb works completely differently and cannot create an atomic blast. Instead, a dirty bomb uses dynamite or other explosives to scatter radioactive dust, smoke, or other material in order to cause radioactive contamination.

[Suggested notes:

dirty bomb
mix
explosives & radioactive
blast carries
not atomic
split atoms
release energy
different

*explosives scatter
contamination*

or: with abbreviations

*drty bmb
mix
expls & radctv
blast carry
not atmс
splт atms
rls enrgy
diffnt
explsvs scatt
cntamn*

The indentation tells us that the notion of mixing explosives with radioactive material and allowing the blast to carry the material is features of dirty bombs, whereas atomic bombs are characterized by splitting atoms and releasing energy. Returning to the description of dirty bombs, we see that they use explosives to scatter contamination. Without the indentation, it may harder to keep track of the different characteristics of the two types of bombs.]

Text B

Министр иностранных дел России Сергей Лавров объявил о намерении правительства Ливана принять инженерно-саперный батальон российских вооруженных сил. Соответствующее заявление он сделал в ходе совещания Владимира Путина с членами правительства РФ. Сергей Иванов, глава оборонного ведомства, в свою очередь, сказал, что передовая группа военных инженеров, которые займутся рекогносцировкой местности, уже готова к отправке в Ливан. Он также отметил, что российские военные, скорее всего, будут работать вне зоны проведения миротворческой операции и будут заниматься работами по установке временных понтонных переправ вместо разрушенных в ходе войны мостов. По словам Иванова, основная часть личного состава батальона, его техника и оборудование будут готовы к отправке на Ближний Восток к концу сентября.

[Suggested notes:

*Лавров
Ливан
инж-сап батлн
совещн
Путин
вн инж
ркгнсц
гтвы к отпр*

миртв операции
устновка
мсты
тхнка, оборуд
кнц сент

Because of the indentation, we can see at a glance that the first part of the passage presents content of the Lavrov's announcement, the middle part describes where this announcement took place, and its details, and the final part brings us to the details of the operation specifics and the timeline. Once again, we see that it is essential for interpreters to have broad general knowledge.

Please note that although the sample notes on the first passage are in English and the sample notes on the second passage are in Russian, it is NOT necessary to take notes in the same language as the original speech. Indeed, some interpreters argue for taking notes in the target language in order to prepare you to give your target language rendition. Others believe that you should take notes in whatever language your instinct tells you to write down or whichever language comes to you first. (For instance, native English speakers may find that less familiar Russian characters do not come to them as quickly as English abbreviations). Thus, most interpreters find that a combination of words, abbreviations and symbols is best, as demonstrated below in Lessons 3 and 4.]

2.2.2. Verticalization, Indentation and Segmentation

Directions: As you listen to the message and note down keywords, indent the keywords representing subordinate ideas. When a new concept is introduced, either draw a horizontal line or leave a large space and starts your notes again on the left side of the page. Also, pay attention to abbreviating the keywords you write. Abbreviation can be a time-saver if it is done judiciously, but too much abbreviation could cause problems with identifying words afterwards. Abbreviating words that begin with common prefixes can also lead to confusion unless letters that occur after the prefix are also included. As with the previous exercises, after you have taken notes on the message, repeat as much information as you recall in the same language as the original, and record yourself. The notes provided in the book are just suggestions; your notes may look quite different and still be successful. What matters most is your ability to remember and reproduce the content of the message.

Text A

The World Bank has warned that the global economic recovery has peaked, and indicates that the severity of the coming slowdown will depend on the extent to which foreign investors lose their nerve about buying assets denominated in U.S. dollars. In an annual report on the risks confronting developing economies, the bank said the global recovery of the last three years has masked cracks that can't be left unattended for much longer. The fragility, it said, was highlighted by a heavy trend towards selling off dollars after some Asian central banks announced

last month that they might diversify their currency portfolios. "The global economy is at a turning point," said the bank's chief economist in a foreword to the report. "Growth has peaked, and pressures to address global imbalances are growing, exposing important risks facing both developed and developing countries as the needed adjustments occur."

[Suggested notes:

WB

*global recov pkd
slowdown severity
depds
forgn investrs scared
buy \$ assets*

annl rept

*risks develg econs
recov last 3 yrs
cracks
must attend
fragility
sell \$s
Asn centrl banks
diversify*

turng pt

*growth pkd
imbals
risks exposed
develd & develg
as adjust*

Remarks: Again, an interpreter who did not understand the concepts of international economics presented in this text would not be able to repeat the text accurately regardless of what notes he or she took. The more familiar you are with the subject matter, the less you have to write and the easier it is for you to recall the message.]

Text B

В США в городе Байонне (Bayonne), штат Нью-Джерси, прошла церемония открытия памятника жертвам терактов 11 сентября работы российского скульптора Зураба Церетели, сообщило Associated Press. В церемонии открытия монумента приняли участие бывший президент США Билл Клинтон, его жена Хилари и министр национальной безопасности Майкл Чертотфф. Как сообщило агентство ИТАР ТАСС, среди гостей на церемонии

был также спикер Совета Федерации России Сергей Миронов. Открытие памятника началось с исполнения гимнов России и США. Памятник, представляющий собой 30-метровую бронзовую плиту, в трещине которой висит 12-метровая стальная капля, установлен на берегу Гудзонского залива, прямо напротив того места, где стояли разрушенные в результате нападения террористов башни-"близнецы" Всемирного торгового центра. Из-за допущенной неточности на монумент были нанесены имена более сорока человек, не имеющих никакого отношения к жертвам теракта.

[Suggested notes:

Байонне, NJ

откр пмятнк

Цертели

11 сент

AP

црмния:

Билл,

Хил

Чртфф

спкр СФРФ Миронов

начл – гимн

пм-к:

30 м бронз плита

трещ

12 м капля/сталь

брз залива Гудз

vs. ВТЦ

ошибка:

40 чел лишн

[Remarks: In these suggested notes, there is an example of how indentation can contribute to greater efficiency in note taking because concepts that are repeated or related can be indicated by aligning the notes vertically.]

Text C

Prospects for a smaller than usual coffee harvest have driven up the price of coffee futures on the world's stock markets. Brazil's coffee growers expect to begin harvesting the 2005-2006 crop in May, a little earlier than normal. The

latest forecast has revised downward the number of bags expected to be obtained from the crop, but another forecast will be made at the end of the month. Brazil has been experiencing a drought over the last few months, but if the coffee-growing areas experience decent rains in the coming weeks, the future may not be as bleak as it appears now. There is also a danger of frost damage, however. Any hint of frigid weather in June or July is potentially damaging to trees and can raise futures prices again.

[Suggested notes:

coffee futs up

smr harv

Brazil strt May

earlier

latest forcast smr

anothr end mo

drought

if rain better

but frost danger

Jun-Jul?

dmge

up again

Lesson 3. Mapping, Lines and Arrows

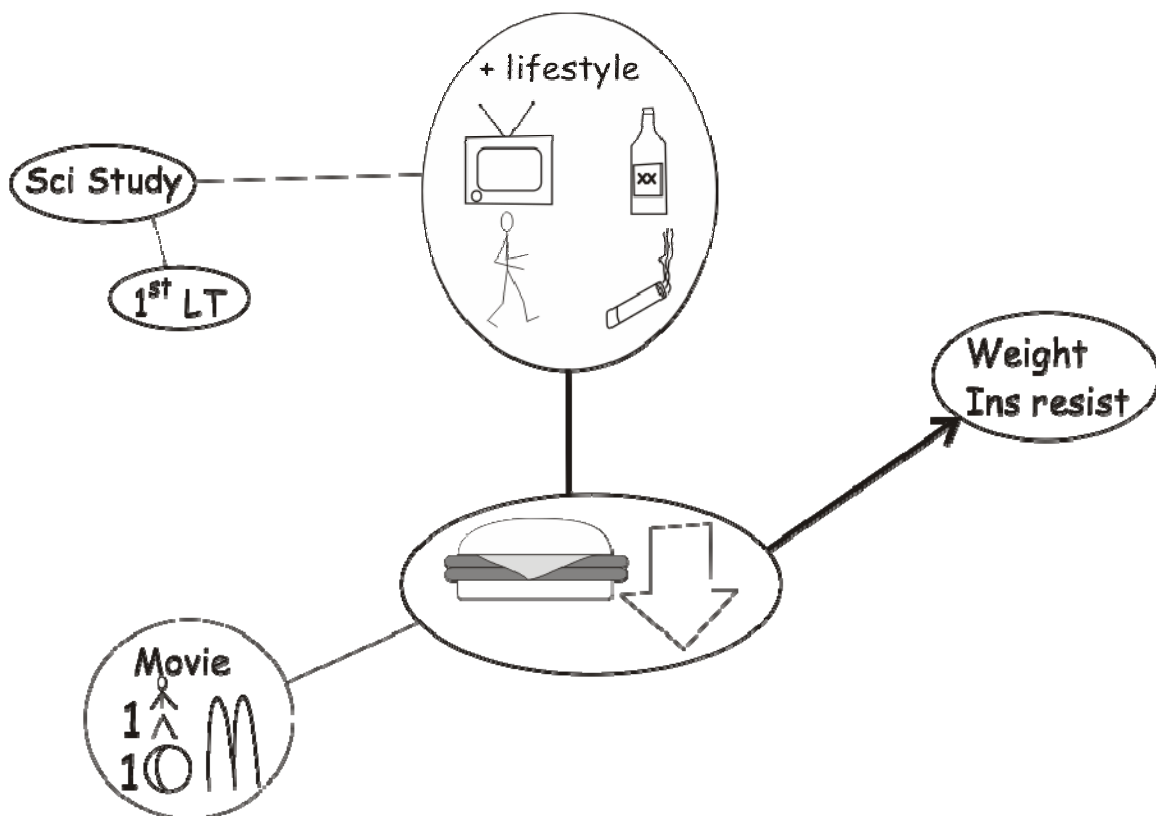
As noted earlier, one of the pitfalls of interpreting is paying too much attention to the words and structure of the source message and not enough to the underlying meaning. Although simultaneous interpreting poses a greater challenge to the interpreter in this regard, the consecutive interpreter must still take care not to be too influenced by the outward form of the source text. When taking notes, using visual images such as lines and arrows, symbols, or pictures helps the interpreter abandon the words and focus on the meaning of the message. The exercises in this lesson are intended to build that skill.

Many interpreter educators have introduced their students to a technique that was first developed in the late 1960s by Tony Buzan and has been used over the years to help people organize their thoughts for writing papers or giving speeches, or to take notes on lectures or meetings. It is known as “mind mapping” or “concept mapping.” It could be described as visual brainstorming, in that it entails jotting down ideas quickly without reflection. The map can be made up of words, pictures, or lines. Concept mapping would not be used in an actual interpreting assignment, since it is done after listening to the entire message, and normally consecutive interpreters take notes while they are listening to the source message. However, mapping is a useful tool for working on the visual aspects of consecutive note-taking. After listening to a passage, the interpreter quickly

draws a depiction of the ideas contained in the message, with the main idea at the center and subordinate ideas radiating outwards.

Consider the text on fast food that was presented in Lesson 1 of this unit. We will repeat it here for your convenience, and then show a sample of a concept map that might be drawn to represent the ideas it contains:

Scientists conducting a large-scale study have come to the same general conclusion as the controversial documentary, "Supersize Me," with its admittedly unscientific study of one individual: Frequent consumption of fast food is bad for your health. The recently published study offers compelling evidence to support the main contention of the film, which depicted a man's one-month adventure in gorging on McDonald's fare. Researchers found a correlation between fast food, weight gain, and insulin resistance in what appears to be the first long-term study on this subject. The study took into account other lifestyle factors such as television viewing, physical activity, alcohol consumption, and smoking, but determined that increase in body weight and insulin resistance from fast-food intake seemed to have a greater impact than these other factors.



Note that the map can contain words or pictures connected by lines and arrows. A more artistic interpreter might have drawn a hamburger, golden arches, a TV set, a cigarette, etc. After practicing with some concept mapping, you may find that it helps you think in

more visual terms, focusing more on how the ideas relate to each other than how they were phrased in the source text.

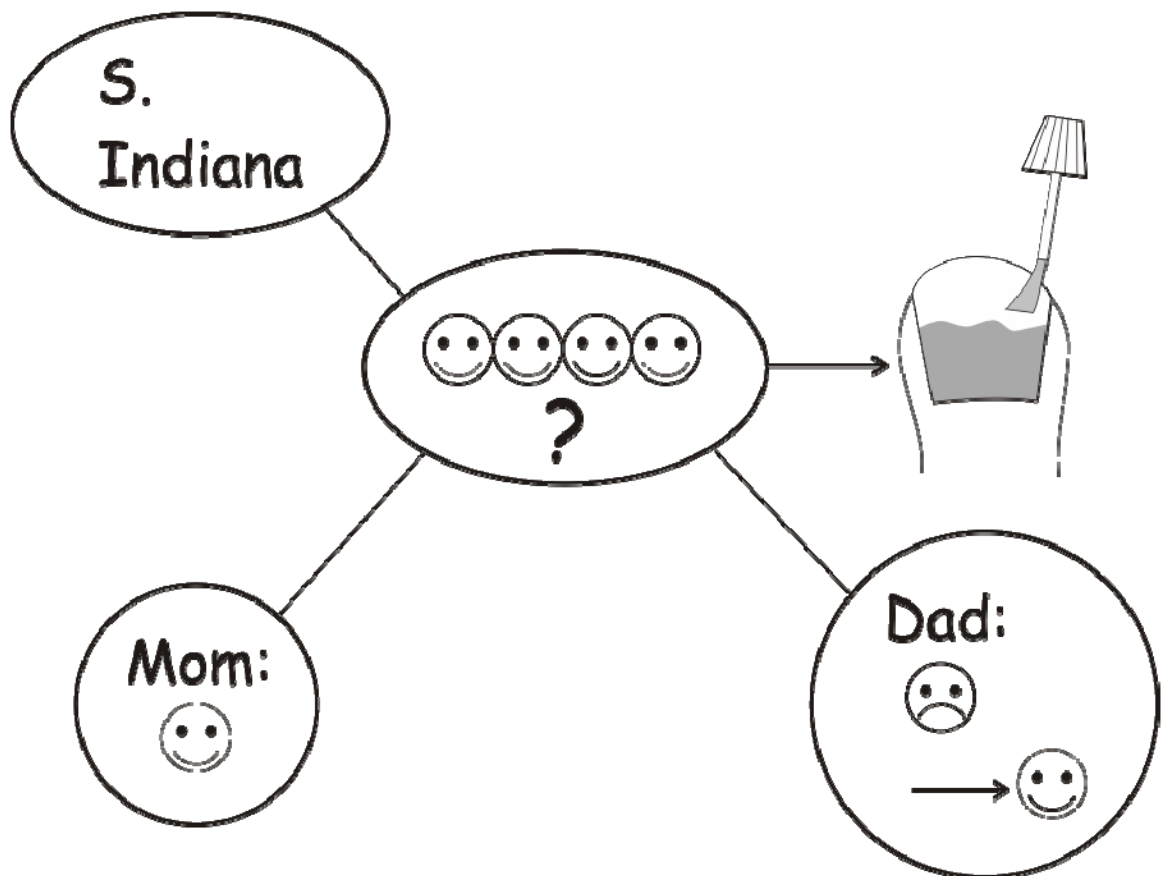
2.3.1 Concept Mapping

Directions: Listen to the following texts and make a map of the ideas immediately after you have heard each one. As with the previous lessons, try to repeat as much of the source message as you recall, based on your concept map. Record yourself and check your version against the text in the book. For each text, then, you will 1) listen to the entire text, 2) draw a map of the ideas, 3) turn on your tape recorder, 4) repeat as much of the text as you recall, based on your map, and 5) play back the recording while comparing your version to the text in the book. Suggested maps are provided for the first two texts, but your maps may look quite different. What matters is whether they help you recall the message.

Text A.

A southern Indiana couple has found a novel way to distinguish their four newborn boys. They use different colored nail polish on the boys' toenails. "Each baby has a color assigned to him. Their father wasn't too happy about it at first but I think he is starting to change his mind," the mother said. "It's just one toe, and it makes it real easy to tell them apart. That way we can tell which ones have been fed and which ones haven't."

[Suggested map]



Directions: Create a concept map for the passage on anti-smoking campaign that you previously encountered in Section 1.2.2.

Text B

Новая масштабная антитабачная кампания стартовала в Австралии несколько месяцев назад. Вместе с тем врачи-наркологи и психологи сильно сомневаются в эффективности подобной пропаганды. Сомнения эти доказывают и результаты проведенного австралийскими и американскими учеными исследования. Опросив более 100 тыс. подростков, исследователи пришли к выводу, что антитабачные ролики не только не заставляют людей бросать курить, но даже усугубляют вредную привычку. Отечественные врачи полностью согласны с выводами своих зарубежных коллег, и в качестве доказательства они приводят данные Всемирной организации здравоохранения. Дело в том, объясняют специалисты, что социальная антиреклама действует весьма избирательно и специфично. Некурящий человек, например, просто ее не замечает, для него это просто фон. Что касается зависимого от курения человека, то ему абсолютно все равно, в каком контексте увидеть возжеленную сигарету: в форме красивой рекламы или же грозного предупреждения.

Directions: Create a concept map for the following passage.

Text C

If a chemical emergency or biological attack should occur in your community, take shelter inside your house or apartment. The best room to use is one with as few windows and doors as possible. A large room with a water supply is best—something like a master bedroom that is connected to a bathroom. This room should be as high off the ground as possible to avoid vapors or gases that sink. This is different from the shelter you might take in a tornado or hurricane or a nuclear or radiological event, when the shelter should be as low in the home as possible.

Directions: Create a concept map for the following passage.

Text D

6 декабря на КПП американской авиабазы имени Питера Ганси, которая расположена на территории киргизского аэропорта "Манас", был застрелен гражданин Киргизии, водитель топливозаправщика Александр Иванов. Находившийся на КПП военнослужащий США З.Хатфильд дважды выстрелил в него из пистолета "Беретта". Американская сторона утверждает, что водитель вел себя агрессивно и угрожал военному ножом. Расследование инцидента взял под личный контроль президент Киргизии Курманбек Бакиев. Бакиев также поручил МИДу республики пересмотреть

соглашение с США о статусе американских военнослужащих на территории республики: президент требует лишить их дипломатического иммунитета, чтобы за совершенные преступления они несли ответственность по киргизским законам.

2.3.2 Lines and Arrows

The concept mapping technique makes use of lines and arrows to indicate the relationship of ideas. When taking notes in real time (that is, while the source message is being given, not afterwards), interpreters can also employ lines and arrows as a memory aid. Arrows can indicate causation or movement. Lines can be used to separate ideas, as shown previously, or to connect a note to something that was noted down previously. They are also helpful for depicting prepositional phrases. Here are some examples of the concepts represented by lines and arrows:

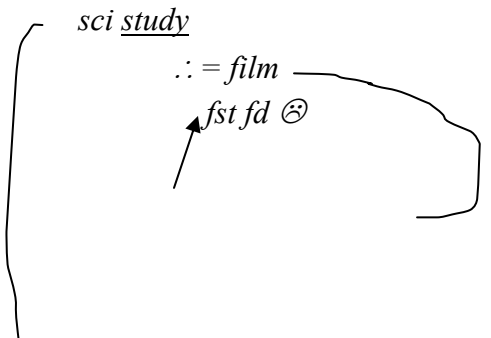
·	before, prior to
·	after, subsequent to
∩	over
∪	under
·	between
	at the same time, simultaneous, parallel
≡	(underlining) emphasis
—	negation (e.g. W = unemployment, ? = no further questions)
<i>f</i>	(underlining) attenuation
↑	up, growth, increase, rise
↓	down, decline, lower, reduce
→	move, go, cause, result in, next
↪	meander, wander
←	regress, backwards, as a result of, caused by, due to, past
*	conflict, clash, collision, argument, dispute
↶	return

Consider again the text on fast food that we have used throughout this unit. With the addition of lines, arrows and symbols, the notes might look like this:

sci study

∴ = film

fst fd ☹



supprt

(1 mo
McD)

corrln /

wght ↑
insln ↔

lst lng-trm

≠ factrs

TV
activ
alc
smok

but ff = Est

Directions: Practice using lines and arrows, in addition to the other techniques you have learned, to take notes on the following passages. As you listen to a text, take notes only to the extent that it doesn't interfere with your ability to concentrate on and understand the message. Then try to repeat the passage in the same language as the original based on your memory as aided by your notes. Record yourself, and compare your version to the source text in the book.

Text A

По статистике в России 13 млн. глухих и слабослышащих людей, а один ребенок из тысячи рождается с патологией слуха. Из них всего 10% трудоустроено. Среди запрещенных для них производств – столярное дело и токарные работы, хотя на некоторых мебельных фабриках Европы работают исключительно глухие люди.

В Москве только два предприятия ориентированы на труд глухих – в Медведково и Текстильщиках. Скоро в столице появится ресторан для глухих людей, где готовить и обслуживать клиентов будут также глухие шеф-повар и официанты. Однако зарплата официантов не будет превышать 200 долларов. По словам Виктора Антипова, начальника отдела реабилитации Всероссийского общества глухих, правительство России ничего не предпринимает для уменьшения количества слабослышащих людей. За рубежом цифровые технологии позволяют глухому или слабослышащему человеку воспринимать звуки настолько хорошо, что окружающим это даже не заметно.

Text B

A recent survey reveals that many Americans believe false assertions about cancer. For example, more than 40 percent believe that surgery can allow cancer

cells to spread through the body, researchers said on Monday. In addition, up to 25 percent believe there is a drug industry plot to cover up a cure for cancer. The survey, published in a leading medical journal, may mean patients with cancer may fail to get treatment or may fail to stick with it, the researchers said. Fortunately, 68 percent of those surveyed correctly rejected the idea that pain medications are ineffective against cancer pain, and 89 percent knew it takes more than a positive attitude to treat cancer.

Text C

По данным проведенного в прошлом году опроса, чтение книг называют любимым времяпрепровождением лишь 17% детей в возрасте от 10 до 18 лет. А вот просмотр телепрограмм, видео и прослушивание музыки считают своим основным хобби 52% детей и подростков. Между тем в 2005 году у нас было издано около 112 млн. экземпляров детских книг. Из 500 российских издательств, почти 100 специализируются на детской литературе, а также на книжках-игрушках, раскрасках и прописях. Но многообразие книжной продукции обманчиво. Казалось бы, родители вполне могут выбрать, что именно купить своему чаду. Однако если заглянуть под некоторые яркие обложки, давать такую книгу в руки своему ребенку не захочется. Дело в том, что писать детские книжки сейчас может фактически каждый: для этого не обязательно иметь высшее литературное образование. И любой желающий может в детской книге написать все, что угодно, так как систематический контроль со стороны государства отсутствует.

Text D

Originally, India's 5-year plan called for an economic growth rate of 8 percent, but the Prime Minister has scaled down the rate to 7 percent for the entire 5-year-period. Addressing the inaugural day of the crucial two-day meeting of the National Development Council, the Prime Minister blamed slow growth on the poor performance of agriculture, which had been growing by a mere 1.5 per cent over the past three years. "Unfortunately, the performance of agriculture appears to have deteriorated and possibly would not exceed 1.5 per cent growth during the 5-year period," he added. The Prime Minister urged the members of the National Development Council to explore the possibilities of doubling farm output in the next 10 years.

Lesson 4. Symbols, Putting It All Together

Another way to avoid placing too much emphasis on the words of the source message is to use symbols to represent concepts. These symbols can be taken from other fields such as mathematics, chemistry, biology, medicine, engineering, text editing, and even ordinary punctuation marks; or they can be developed specifically for interpreting. Textbooks on consecutive interpreting such as Rozan (1956) provide lists of symbols that interpreters have devised, but they emphasize that each interpreter must develop his or her own system of note-taking, including symbols. If you simply borrow symbols from

others that don't make any sense to you, you won't be able to read your notes when it is time to interpret.

Here are some examples of common symbols:

\$	money, currency, cash, pay, salary, rich
#	numbers, statistics, results
♡	want, like, wish, desire
?	question, ask, doubt, problem
!	order, require, emphasize, shout, angry
"	talk, say, tell conversation
+	plus, also, more, in addition, add
–	less, minus
=	all forms of the verb to be, equivalent, same, stable
≠	other, different, unlike, unstable
<	less than, smaller than, declining, shrinking
>	greater than, more than, bigger, growing
±	more or less, on or about, approximately
∴	therefore, conclude
Rx	prescription, solution
Dx	diagnosis
Px	prognosis
Hx	history
Tx	treatment

Here are some examples of the symbols that might be used in note-taking on a passage in English and one in Russian:

English text:

The House of Representatives has approved a 3.1 percent pay raise next year for about 1.8 million federal employees. This measure is in keeping with a long-standing practice of providing civil service employees with a raise equal to that provided the military. The administration had recommended a 2.3 percent raise for federal employees next year. In past years, the Senate and the White House have usually gone along with pay decisions made by the Lower House of Congress.

[Sample notes:

$HR \text{ OKd}$
 $> \$ 3.1\%$
 \xrightarrow{yr}
 $\pm 1.8 \text{ mil fed Wrs}$
 $\parallel \text{ pract} \rightarrow g \text{ civ} = \$ \text{ mil}$
 $adm \heartsuit d \text{ } 2.3\%$
 \leftarrow
 $yrs \text{ } Sen$
 WH
 $OKd \text{ HR Dcns}$
 $re \$ \quad 1$

Russian text:

За три недели ноября ливанский кабинет министров, сформированный по результатам «кедровой революции», потерял почти треть своих министров. Шестеро из них, настроенные просирийски, подали в отставку сами – после того как правительство отказалось принять требование «Хезболлы» о формировании правительства национального единства. После этого президент страны Эмиль Лахуд, тоже политик просирийской ориентации, объявил о потере правительством своей легитимности, поскольку в правительстве не осталось ни одного шиита, представителя самой многочисленной части населения страны.

[Sample notes:

лив. Кмин.
 нтрл:
 1/3
 сами - 6 за С-я ↑
 нсле ← треб. Хзблы
 о прве нац.ед ↑

Э.Лах
 ↑прсрйск
 сказ –лгт
 –иии
Насел

2.4.1. Exercises with Symbols

Directions: Listen to the passages and take notes as illustrated above. At first you will find that taking notes gives you worse results than simply listening, because it distracts you from listening properly when you have to think too hard about what to write down. Note-taking must be practiced repeatedly so that the system becomes second nature and is no longer a mental burden. If you are having trouble internalizing the note-taking system, you may find it helpful to read a written paragraph to yourself and take notes on it as if it had been presented orally, so that you don't feel the pressure of time. Then work with texts recorded at a very slow speed, and gradually increase the pace until you feel comfortable taking notes at a normal speaking rate. Be careful not to take down too many notes when listening to slow recordings, as you may form bad habits that way. It is better to take down main ideas at first, and if you fail to recall minor details you can listen to the passage again, adding to your previous notes as needed.

Text A

Canada's Health Minister has done just what he said he would do last week, laying out a plan to restrict large-scale pharmaceutical sales to Americans. One of the objectives of the move is to prevent U.S. consumers from buying drugs from online pharmacies based north of the border. A number of U.S. municipalities and states are trying to reduce drug costs by tapping the Canadian market. Those plans are awaiting the approval of legislation in Congress. The minister also said he was drafting regulations aimed at controlling individual purchases of Canadian prescription drugs over the Internet, as about 2 million did Americans last year.

Text B

Россия и Запад находятся в трудном периоде определения своих отношений. 10 лет Запад привыкал к мысли, что Россия, которую они много десятилетий так боялись, теперь слаба, и с ее интересами можно не считаться. Только мы их к этому приучили, а теперь — все наоборот, привыкайте к тому, что Россия опять великая держава, ее надо уважать, что Россия хоть и великая держава, но не антизападная. Трудно привыкнуть. Россия опять поднимается, и Западу не хочется привыкать, что ее интересы нельзя игнорировать. Отсюда идут эти страхи. Это страх не перед силой России, а перед тем, что сильная Россия может опять стать врагом Запада. Любой политический конфликт немедленно высвечивает проблемы. Таково и "дело Литвиненко", показавшее, что Запад и Россия готовы рассматривать свои отношения в терминах военного времени. Все чаще говорят о возможности новой "холодной войны". При этом ясно, что "холодная война" между Россией и Западом невозможна, потому что нет борьбы разных моделей развития. Россия не предлагает миру ничего альтернативного западной модели. А российская элита тесно связана с Западом, так как именно в западных банках и недвижимости хранит резерв своих состояний, полученных большей частью с нарушениями закона.

Text C

The first modern Latino mayor of Los Angeles, Antonio Villaraigosa, took office on Friday in a party atmosphere marked by high expectations set with his

landslide election six weeks ago. Villaraigosa, 52, a high school dropout son of Mexican immigrants, has become one of America's highest profile Latino leaders since his resounding victory over the embattled incumbent for the leadership of America's second largest and most diverse city. His win reflected cross-cultural support from blacks and liberal whites and dissatisfaction with the current mayor. Villaraigosa has pledged to be a mayor for all Angelenos and has already moved to tackle the city's two most pressing problems — failing schools and traffic gridlock — both of which are issues not normally within the purview of the mayor.

Text D

В процессе обучения вождению автомобилем сейчас отводится явно недостаточно часов, которые человек должен накатать, прежде чем получит права. Упор в основном делается на то, чтобы научить водителя маневрировать на площадке. Наверное, инструкторам это удобнее. Но для реальной езды по городу нужны практические навыки. Маневрирование, проезд перекрестков, остановка, левый поворот, торможение на скользкой дороге... То есть то, с чем возникают проблемы у каждого начинающего водителя и что приводит чаще всего к авариям. Но именно этим сторонам обучения внимания уделяется недостаточно. Поэтому очень многие водители, даже имея права, еще не являются полноценными участниками дорожного движения в Москве, доставляя немало проблем другим водителям.

2.4.2 Note-taking Practice with Numbers

Text A

Violence against women is on the rise in this city, according to the general prosecutor's office. In the first half of the year there were 513 sexually motivated attacks, compared with 872 in all of 2003 and 793 the previous year. Women's groups have denounced the trend. But disturbing figures are only part of the problem. The capital's Women's Office, for instance, received almost 11,000 calls from women who were victims of violence in the first nine months of 2004. According to some estimates, only one in ten women inform the police of sexual attacks and only a tenth of such reports result in conviction. The Women's Office has speculated that as many as 60% of women suffer from domestic violence. In response, the city council has announced that it will provide free legal assistance to women who are attacked, and it intends to launch a publicity campaign urging them to report any incident.

Text B

Итак, согласно информации ФСТ, каждый москвич будет платить по 125 рублей за пользование телефонной линией, а организации - по 160 рублей. Кроме того, жителям столицы предстоит решить, какой выбрать тариф для расчетов со связистами непосредственно за разговоры. Вариантов у них три. Любой горожанин может выбрать, например, повременку — технические

возможности есть для этого у всех. При повременном учете минута разговора будет стоить 28 копеек.

Если кто-то выберет комбинированный тариф, то плата составит 104 рубля. Она включает в себя 370 минут разговоров, а за каждую минуту сверх этого лимита придется заплатить по 23 копейки. Это для населения. А для организаций комбинированный тариф включает в себя уже 450 минут за те же самые 104 рубля в месяц. Но зато стоимость каждой последующей минуты для них будет по 30 копеек.

Text C

The Gates Foundation says it will give \$437 million to 43 researchers working to resolve global health issues. Under a program called the Grand Challenges in Global Health, the awards also include a project to develop a cheap hand-held device that could diagnose a range of illnesses, a plan to fight disease using stem cells as a lifetime vaccine, and a project to render mosquitoes incapable of transmitting disease. The Gates foundation, which has pledged \$5.6 billion for global health since 1995, bankrolled most of the \$437 million in grants, with another \$27.1 million from a British trust, and \$4.5 million from the Canadian Institutes of Health Research.

Text D

Вот он сидит, седовласый невысокий мужчина с военной осанкой, которую не сломали годы, и перебирает черно-белые снимки. На одном из фото 16-летний Боря – учащийся 2-й ленинградской спецшколы ВВС. Глядя на снимок, ему ни за что не дашь его годы. Он и сегодня выглядит намного моложе своих 80. За все время разговора Борис Дмитриевич ни разу не пожаловался на здоровье. С улыбкой он рассказывал о своем первом параде на площади Урицкого (ныне снова Дворцовая площадь) в Ленинграде, о том, как во время очередных тренировочных бомбометаний на Ту-4 однажды отлетел винт, и экипаж, не дотянув до полосы, чудом посадил машину в поле. Только голос становится тише, когда он вспоминает своих товарищей: «Умер от рака легких в 70-ом. От рака желудка в 76-ом. Отказали ноги...» Давно ушли из жизни те, кто 18 октября 1951 года находился на борту Ту-4. Борис Дмитриевич Давыдов – единственный живой участник того первого испытания в Семипалатинске..

Lesson 5. Interpreting

Now that you have developed the component skills of listening, abstracting, memory and note-taking, it is time to add the final element, interpreting from source to target language. In the following exercises, you will apply all of the techniques you have been practicing thus far, but instead of repeating the text in the same language, you will interpret from English to Russian or vice-versa.

2.5.1 Interpreting Practice, Russian to English

Directions: Listen to the passage and take notes as needed. Then interpret the passage into English. Be sure to record yourself so that you can check for accuracy against the text in the book. Repeat each passage at least 3 times until you are satisfied with your notes and with your interpretation.

Text A

Далеко не все врачи разделяют ваш пессимизм. Средняя продолжительность жизни больных диабетом несколько меньше, чем у здоровых людей. В то же время диабетики живут и более 40-50 лет от момента установления диагноза. Тщательный самоконтроль диабета предотвращает развитие осложнений или делает их проявления минимальными. Вполне возможно, что состояние конкретного пациента (слабость, апатия и т.д.) вызвано высоким уровнем сахара крови. Но это вполне можно исправить. Нельзя исключить психологический фактор, требующий консультации психотерапевта, психоаналитика. Ещё раз повторю, психотерапевта, а не психиатра. Рискну высказать гипотезу. Вероятно, ваш пациент испытывает сильный страх перед будущим. Именно страх лишает его сил жить. Самовнушение – очень сильная вещь. Его стремление заснуть может быть бегством от этого страшного, опасного, с его точки зрения мира, в иллюзорное существование.

[Remarks: Check your notes to be sure that you identified the logical flow of this piece, showing that although one would think it necessary to pay attention to physical tests to predict the future of a diabetic's health, it is indeed equally valid to monitor his psychological condition.]

Text B

Сериал "Мангуст" задуман с тем, чтобы привлечь среднестатистического телезрителя нехитрым, но заманчивым сюжетом, на который легко подсесть. Вышедший на пенсию следователь Манохин, уволенный из органов за несговорчивость, бывший десантник Густов и девушка Зося – чемпионка по кикбоксингу в весе мухи – создают частное детективное агентство "Мангуст". По ходу дела им приходится следить за неверными мужьями и женами, ловить с поличным нечистых на руку бизнесменов, которым вздумалось "кинуть" своих компаньонов, отыскивать пропавшие грузы и документы. Но зачастую рутинные дела перерастают в схватку с особо опасными преступниками, и тогда на помощь "мангустовцам" приходят оперативники из УВД Мазаев и Коротков. Впрочем, кто кому помогает – еще большой вопрос. Главное, что доволен зритель.

[Remarks: There are many set expressions in this speech, be sure that you find culturally appropriate equivalents for the English interpretation.]

Text C

По результатам исследования получается, что межнациональные браки в Москве русские женщины заключают в два раза чаще (на них приходится 62 процента случаев такого брака), чем русские мужчины. Если говорить о межнациональных браках с участием русских москвичек, видим следующую картину. Доля русско-украинских браков уменьшилась по сравнению с советским периодом в половину, с ними практически сравнялись союзы между русскими женщинами и мужчинами-армянами. Русско-еврейских браков стало гораздо меньше, зато в рост пошли браки с грузинами и азербайджанцами (соответственно в 4 и 7 раз), а также с другими народами Кавказа (здесь — народы Дагестана, Чечни, Ингушетии и других российских республик; рост более чем в 10 раз). Это связано с активностью миграции жителей Кавказа в Москву — процесса, в котором более активны мужчины. Сегодня браков между уроженцами Москвы насчитывается около 40 процентов. Остальные — по схеме «приезжий — уроженец» (их примерно столько же), либо «приезжий — приезжий» (соответственно около 20 процентов).

[Remarks: *Check your notes to make sure that your numbers are properly labeled. Arrows can be quite useful here – try to integrate them into your notes.*]

2.5.2 Interpreting Practice, English to Russian

Directions: Listen to the passage and take notes as needed. Then interpret the passage into Russian. Be sure to record yourself so that you can check for accuracy against the text in the book.

Text A

America is getting fatter and that includes children between the ages of two and five. According to new data released by the American Heart Association, more than 10 percent of preschool children are overweight. That's up from 7 percent 10 years ago, according to the association's cardiovascular statistics. The new data from the most recent year available shows America is getting fatter and at an earlier age, which some health experts are describing as "alarming". The statistics also show close to 4 million children ages 6 to 11 are overweight or obese as well as 5.3 million adolescents between 12 and 19. "Obesity is a major risk factor for heart disease that should be controlled early in life," declared the president of the American Heart Association.

Text B

In the first trip by a Japanese monarch to a World War Two battlefield abroad, Japan's Emperor Akihito paid tribute yesterday to the tens of thousands who died during the successful U.S. invasion of Saipan, an island in the South Pacific. Akihito offered prayers and flowers at several memorials around the island, honoring not only the Japanese who died but also American soldiers, local islanders and Koreans who were forced to fight for Japan. Emperor Akihito has paid tribute at similar memorials in Japan, but never outside of Japan until now.

Akihito's visit comes amid rising anger in Asia over the way Japan has handled its militarist past.

Text C

Does vitamin C really work to prevent or treat colds? Although for many years this vitamin has been hailed as a powerful weapon against illness, it has fallen under scrutiny in recent years because scientific evidence of its effectiveness remains scant. Recently, researchers compiled data from 55 studies to find out if vitamin C really works to fight the common cold. The studies, dating from 1940 to 2004, looked at how well doses of at least 200 mg per day of vitamin C prevented or treated the common cold when compared with a placebo. Most of the time, vitamin C didn't keep people from catching colds. However, when people, especially children, took vitamin C before they became sick, the illness didn't last as long.

Unit 3. Extemporaneous Speeches

To be able to interpret speeches proficiently, interpreters need to be good speakers themselves. They should be able to express ideas coherently and fluently, following the format of typical speech types (persuasive, informative, instructive, etc.). If you are not comfortable speaking in public, find a Toastmaster's club near where you live or work and attend meetings to learn good speaking habits. Seize opportunities to speak in public at community meetings or at your place of worship. Below are some topics for speeches you can make in English and Russian. Your speeches should be 3-5 minutes long. Make an outline of the speech before delivering it and refer to the outline as you are speaking, but do not write out the entire speech. Record yourself, if possible on videotape, and listen to or watch each speech critically using the checklist below. You may find it particularly difficult to express yourself in your second language. If you work with someone who is a native speaker of your second language, they can help you improve your speaking skills. They may even be willing to record extemporaneous speeches for you to interpret.

Suggested Topics for Speeches

- oligarchs' role in modern Russian politics
- economic development/ globalization and the environment
- immigration
- I see the United States as...
- the role of sports in society
- the role of the arts in society
- my trip to Europe
- my proudest moment
- someone who has had a great influence on me (positive or negative)
- modernization and traditional family values
- why I do/ do not support stem cell research
- pros and cons of a small nuclear family vs. a large extended family
- persuade someone to hire you for a job, describing your skills and qualifications for that job
- compare your hometown with where you live now
- growing numbers of Russian tourists

- tell a joke in your second language

Checklist for assessing your speeches:

1. Does the speech have a clear beginning, middle and end?
2. Are the ideas expressed clearly and coherently?
3. Do you appear to be confident and knowledgeable as you speak, or do you stutter, stumble or backtrack?
4. Do you enunciate clearly?
5. Are there facial gestures or body movements that are distracting or suggest uncertainty or impatience?
6. If you were the consumer of your interpreting services, would you feel comfortable listening to this interpreter for long periods of time, and would you have confidence in the accuracy of the interpretation based on the delivery of the message?

Lesson 1.

Directions: Make an extemporaneous speech on one of the topics suggested above, or another of your choice, in the language in which you feel most comfortable speaking. Usually, this is your mother tongue, but in many cases, it may be your second language if that is the language in which you received your formal education or which you use for conducting day-to-day business. You may make notes to prepare for the speech, but do not write out a script. Record yourself as you make the speech, and then listen to the recording, using the checklist to rate yourself. Make notes for improvement.

Lesson 2.

Directions: Make an extemporaneous speech on one of the topics suggested above, or another of your choice, in your less dominant language, the one in which you feel less comfortable speaking in public. Usually, this is your second or acquired language, but in many cases, it may be your first language if you did not receive your formal education in it or you do not use it for conducting day-to-day business as an adult. You may make notes to prepare for the speech, but do not write out a script. Record yourself as you make the speech, and then listen to the recording, using the checklist to rate yourself. Make notes for improvement.

Lesson 3.

Directions: Repeat the instructions for Lesson 1. Try to work on the areas you noted needed improvement. Again, record your speech and listen to the recording, making notes on the aspects that still need improvement.

Lesson 4.

Directions: Repeat the instructions for Lesson 2. Try to work on the areas you noted needed improvement. Again, record your speech and listen to the recording, making notes on the aspects that still need improvement.

Unit 4. Interpreting practice

In this unit, you will practice interpreting different types of interactions and speeches. In each case, you should record your interpretation and then listen to it to evaluate your speaking skills as well as your accuracy. You may refer to the text of the dialogue or speech in the book to check for accuracy. You should not look at the text before you interpret it.

Lesson 1.

4.1.1 Intake Interview by a Social Worker

- Q Good morning. My name is Rebecca Howard, and I'm going to ask you some questions this morning.
- A Здравствуйте. Очень приятно.
- Q This interview will take about 10 minutes at the most. I just need to get some information about your family history and your financial situation.
- A Хорошо. Пожалуйста
- Q: First, for the record, please state your full name.
- A Савельева, Татьяна Сергеевна.
- Q Thank you Ms. Savelieva. Are you married?
- A Я была замужем, но уже три года как развелась.
- Q I see. And do you have any children?
- A Да. Мальчику 12, и девочке – 10
- Q Are your children in school, Ms.Savelieva?
- A Они ходят в школу, здесь, рядом.
- Q Is there anyone else living in your household besides you and your two children? Ms. Savelieva, do you have any relatives or anyone else living under the same roof with you?
- A У нас тут родственники, но не близкие – у мужа брат двоюродный с женой, и у меня – дядя старенький и его дети, но дети не здесь живут. Ну и в России остались родные, но мы с ними редко видимся.

- Q And what is your source of income Ms. Savelieva? Do you work?
- A Ну, муж все-таки зарабатывает, хоть и не регулярно, потом я иногда убираю у людей, с детьми их сижу... И потом, дядя тоже время от времени помогает.
- Q Thank you, Ms. Savelieva. Those are all the questions I have for now. I would like you to fill out this questionnaire and mail it back in the envelope that I'm providing. Someone from our office will call you to make an appointment.

Lesson 2.

4.2.1. Interview by Insurance Claims Examiner

- Q Good afternoon, Mrs. Krasnova. I'm the claims examiner for Acme Insurance, and I need to ask you some questions about the accident you reported on August 13 of this year.
- A Пожалуйста. Я готова.
- Q I'm going to record your statement, so I'm turning on the tape recorder now. This is Jane Mazur, claims examiner for the Acme Insurance Company, interviewing -- could you please pronounce your name for me?
- A Краснова, Серафима.
- Q Mrs. Serafima Krasnova on September 1, 2005, regarding an accident that occurred on August 13, 2005. Mrs. Krasnova, you are aware that I am tape recording this interview, is that correct?
- A Да, я не возражаю.
- Q Thank you. Now, you are the registered owner of a 2003 Dodge Caravan, is that correct?
- A Да, это моя машина.
- Q And you were driving that vehicle on August 12, 2005, at approximately 5:30 pm, on Broadway in Porterville, is that correct?
- A Ну да. Мы просто ехали в магазин продукты покупать, а тут эта ненормальная...
- Q Yes, I understand. Please just answer the questions. We'll get to that in a moment.

- A Хорошо. Вы спрашивайте.
- Q Did you have any passengers in the vehicle when you were driving at that time, Mrs. Krasnova?
- A Ну да – я, муж и дети.
- Q And where were your husband and children seated in the vehicle?
- A Ну муж со мной сидел, а дети сзади...
- Q Thank you. What was the weather like that day, Mrs. Krasnova?
- A Нормальная погода, солнце, ветерок небольшой, тепло.
- Q And it was still light out, at 5:30 pm?
- A Да. Ну, лето же, светло было
- Q How was the traffic at that time on Broadway, Mrs. Krasnova? Would you say it was heavy, light, medium?
- A Обычное движение, много машин, все с работы едут...
- Q How fast would you say you were going when the accident occurred, Mrs. Krasnova ? How many miles per hour, if you can estimate?
- A Ну... миль 25.
- Q That's at the intersection of Broadway and 15th Street?
- A Да миль 10.
- Q So you were going at about 10 miles an hour, and then what happened?
- A Ну да, я совсем медленно, еле полз... И тут она, как ненормальная в меня, прямо в бампер. Я чуть в стекло не впилилась, думала, уже все...
- Q Where did the Chevrolet SUV hit you, Mrs. Krasnova? What part of his vehicle hit what part of your vehicle?
- A Ну я же говорю, сзади, на всем ходу...
- Q Was anyone injured in your vehicle, Msr. Krasnova?

- A Я чуть шею не сломала, думала – все. Муж руку вывернул, у дочки весь лоб разодран об кресло, а сын ногу сломал. Это же убийца просто. Таких надо в тюрьме держать, не выпускать...а она себе дальше поехала, как ни в чем ни бывало...
- Q Yes, but she was arrested a few minutes later. What damage was done to your vehicle, Mrs Krasnova?
- A Бампер всмятку, багажника нет, стекло заднее в салон влетело. А она только свернула вправо...
- Q Yes, we have the police record of this arrest. For the purpose of your insurance claim, can you please simply describe what damage was done to your vehicle, Mrs.Krasnova?
- A Ну я же говорю: багажник разбит полностью, стекло заднее выбито, обе задние двери в гармошку, краска там уже одно воспоминание...
- Q Thank you for your statement, Mrs.Krasnova. We have the estimate from the repair shop, and you'll be receiving your check within the next 10 days.

4.2.2. Short Speech

Text A: English to Russian

Good evening, Ladies and Gentlemen, and thank you for coming. I'm not going to speak for very long, because I know you're anxious to hear tonight's musical performance. I just want to welcome you all to our new auditorium, which we are inaugurating tonight with this event. I'd like to thank the members of the City Council for their support for my vision of bringing more art and culture to our fair city. When I was elected mayor, one of my first goals was to build this auditorium, where we will be able to hold numerous activities of interest to citizens from all walks of life. This month alone, we will host a city-wide contest of high school debate teams, two band concerts, a City Council candidates' forum, and a beauty contest. Thanks to the fundraising efforts of the Civic Improvement Society and the support of our taxpayers, we now have this beautiful facility that will serve us for years to come. Thank you again, Ladies and Gentlemen, and enjoy the concert.

Text B: Russian to English

Excerpt from a speech at the opening of a new youth karate center:

Дорогие друзья! Как приятно видеть вас сегодня, в день открытия Центра. Это первый турнир, который проводит наш Центр, первый, но не последний. Мы не только вышли на более высокий уровень, мы привлекли к детско-

юношескому спорту направления каратэ внимание первых лиц нашего города, ведущих политиков и бизнесменов. Мы пригласили лучших спортсменов и лучших судей. Мы практически не использовали спонсорскую помощь – все необходимые средства были собраны инициативной группой. Мы постарались создать образец, на который, надеюсь, теперь будут ориентироваться и другие клубы, проводящие свои собственные соревнования. Мы долго к этому шли, многие не верили, что Центр у нас будет. Мы преодолели все трудности. Вы, ребята, молодцы! Так держать! Спасибо.

Lesson 3.

4.3.1. Medium Speech, Russian to English

An excerpt from a speech of Academician V.P. Kaznacheyev, who is addressing the importance of ecological integrity of the Novosibirsk Akademgorodok.

Господин Президент, уважаемые коллеги, друзья!
Новосибирский Академгородок создан в 60-х годах XX века как научный и университетский центр Сибирского отделения Академии Наук. При его создании был заложен уникальный эксперимент природоохранного зодчества, совершенно новый для России: использование естественного леса как градостроительного компонента. Принцип «диффузной» застройки представлялся всемирно известному ученому академику М.А. Лаврентьеву, наиболее подходящим для научного и университетского центра, и время подтвердило его правоту.

Весьма конструктивным оказался впервые примененный зональный принцип планировки. Зона научно-исследовательских институтов, университетский городок, социальная зона и жилые кварталы отделены друг от друга обширными участками леса. Ценность такой структуры подтверждается тем, что Академгородок неоднократно служил непосредственным образцом для создания академических центров во многих странах мира.

Проект Новосибирского научного центра был удостоен Государственной премии, что является признанием его общероссийской ценности как объекта культуры. Проект Академгородка демонстрировался на Всемирной выставке в Монреале как выдающееся достижение отечественного градостроения. За 50 лет его существования стало очевидным, что эксперимент природоохранного зодчества оказался вполне успешным. Его результаты тем более значимы, что Академгородок расположен в Сибири, где из-за сурового климата устойчивость природных комплексов к антропогенным воздействиям значительно снижена. Это – вдохновляющий пример возможности гармоничного сосуществования человека с природной экосистемой. Аналогов ему в мире, по-видимому, не существует.

Академгородок является эталоном для создания экологически гармоничных поселений в настоящем и будущем.

Перед опасностью, нависшей над Новосибирским научным центром, учитывая неизбежный урон, который будет нанесён культурному наследию России, а также её научному потенциалу, обращаемся к Вашим высоким полномочиям, г-н Президент, и убедительно просим сохранить для России её сильнейший научный центр и уникальный город-лес. Просим Вас незамедлительно остановить проведение в жизнь непродуманных решений, ведущих к уничтожению города-леса, а также содействовать приданию детищу академика М.А.Лаврентьева – Новосибирскому Академгородку - статуса объекта культурного наследия России, памятника ландшафтной архитектуры XX века.

Научные сотрудники СО РАН, общественные организации, жители Академгородка и других районов Новосибирска выражают надежду и уверенность, что Академгородок как уникальный город-лес, как научный центр мирового уровня будет сохранён для грядущих поколений. Спасибо за внимание.

4.3.2 Medium Speech, English to Russian

Speech to alumni at a symposium on technology by the president of the University of Texas.

Good afternoon, Ladies and Gentlemen:

I'm pleased that one of my first opportunities to appear as President of the University of Texas is to join you here today. Every institution has a core group of individuals who guide and sustain it, and at The University that group is here in this room. We are fortunate to have so many devoted friends and alumni.

As you know, I just took office last month. At the moment I'm doing a lot of listening. One of my most important tasks is to create an agenda on which to focus during the coming year. I am eager to have the benefit of your ideas and suggestions. It is appropriate that the theme of this symposium is technology, because technology has had such an important role in shaping the recent history of Texas and of the University—and it will help define who we are and what role we will play in the next century. First I think it is useful to ask why does Texas occupy the position it does in the world of technology? Why Texas and not, say, Tennessee? I believe the answer is vision. The vision of Texans in the formative stages of the Information Age. The vision of key individuals—and key institutions.

Texas has done extremely well of late as a result of the visionary work done in past decades. For Texas to lead in the future, I believe certain conditions must be met. We must have: 1) An environment that recognizes the importance of brain

power; 2) A well-educated general population; 3) A core of critical talent educated at the highest level; 4) A venturesome spirit and the willingness to accept risk; 5) A productive volume of research, development, and enterprise in critical domains; and, 6) Strong mutual support between individuals and organizations in the fields of research, development, and enterprise.

I'm confident that with the help of dedicated, far-sighted supporters like you, we will meet these conditions. Thank you very much.

Lesson 4.

4.4.1. Medium Speech, Russian to English

Directions: The following is a typical formulaic speech, this one given by the Azerbaijani dissident Eldar Zeinalov on the issues that are of concern to the opposition.

Я был недавно в Эквадоре. Это тоже страна, богатая нефтью, и по многим параметрам она схожа с Азербайджаном. Эта страна выплачивает международным институтам одну треть своего бюджета в качестве даже не долга, а процентов с долга. Как получилось, что такая богатая страна в плане ресурсов, дошла до жизни такой? То же самое можно видеть и в других странах, например, Нигерии. На нефтедобывающие страны приходится и большинство репрессивных режимов. И это не случайно. Слишком большой соблазн присвоить эти деньги. И сказать, что в Азербайджане идет какая-то борьба за прозрачность этого нефтяного фонда, тоже нельзя. Все давным-давно смирились с тем, что это карманные деньги семьи Алиевых. Но если под эти деньги будут взяты международные займы, расплачиваться придется не семье Алиевых, а нам на многие года. Возвращаясь к стабильности. Самое стабильное место на земле — это кладбище. Или еще: представьте себе улицу, полную хулиганов. Полицейским приходится нелегко, но они работают, и постепенно хулиганов становится меньше. А другая ситуация — это когда на улицу выходит здоровый дядя с дубинкой и после семи вечера объявляет комендантский час. Наша стабильность — это стабильность полицейского государства. Нельзя объединить принципы полицейского государства и принципы Совета Европы. На мой взгляд, по крайней мере. Мы все помним реплику Рузвельта, президента США, в ответ на жалобы на никарагуанского диктатора Сомосу «Он сукин сын, но он наш сукин сын». При сыне Сомосы американцы ушли из Никарагуа, ввергнутой в пучину гражданской войны. Своим сукиным сыном был иранский падишах Пехлеви: он тоже держал в руках слишком жирный нефтяной кусок, и поэтому США мирились с нарушениями прав человека в Иране. Но когда на смену падишаху пришла оппозиция, это была уже не робкая демократическая оппозиция, а радикальный ислам. И теперь американцы не знают, что делать с Ираном. Стабильность не исключает того, что под ее крышкой копится недовольство, которое выйдет наружу в какой-то уродливой форме — в виде коммунистического режима или тоталитарного

ислама. Последнее у нас в Азербайджане нельзя сбрасывать со счетов. Аргументы типа того, что если мне пожал руку президент США, это означает, что нас считают демократической страной (это почти цитата из предыдущего президента), меня не устраивают. Нужны структурные изменения. А структурные изменения возможны только тогда, когда экономический базис будет соответствовать европейскому.

4.4.2. Medium Speech, English to Russian

Excerpt from the address by UN Secretary-General Kofi Annan to the General Assembly on October 1, 2001:

On Friday night, the Security Council adopted unanimously a broad resolution aimed at targeting terrorists and those who harbor, aid or support them. That resolution requires Member States to cooperate in a wide range of areas — from suppressing the financing of terrorism to providing early warning, cooperating in criminal investigations, and exchanging information on possible terrorist acts. I applaud the Council for acting so swiftly to enshrine in law the first steps needed to carry this fight forward with new vigor and determination.

Now all Member States must make greater efforts to exchange information about practices that have proved effective, and lessons that have been learned, in the fight against terrorism — so that a global standard of excellence can be set. The implementation of this resolution will require technical expertise at the national level. I encourage States that can offer assistance in this regard to do so generously and without delay.

Thus far, the international community has been able to act with unprecedented speed and unity. On 12 September, both the General Assembly and the Security Council adopted strong resolutions condemning the attacks and calling on all States to cooperate in bringing the perpetrators to justice. Now, a second and more detailed resolution has been adopted by the Security Council, building swiftly on the first. Today, this august Assembly meets to deliberate its own response to the events of 11 September.

The reason for this response and unprecedented unity is clear. The terrorist attacks against the United States — resulting in the deaths of some 6,000 people from 80 countries — were acts of terrible evil which shocked the conscience of the entire world.

But out of evil can come good. Paradoxically, these vicious assaults on our common humanity have had the effect of reaffirming our common humanity. The very heartlessness and callous indifference to the suffering and grief caused to thousands of innocent families has brought a heartfelt response from millions of ordinary people all over the world, in many different societies.

The task now is to build on that wave of human solidarity — to ensure that the momentum is not lost, to develop a broad, comprehensive and above all sustained strategy to combat terrorism and eradicate it from our world.

Lesson 5.

4.5.1. Longer Speech, Russian to English

Directions: The following speech is not only longer, but contains technical detail. At this stage, you are not expected to get all of the demographic terminology, but you must aim to get across the idea intended by the terms used, even if you are unable to find the exact technical term in English. Before you listen to the speech the first time, brainstorm on possible content and try to anticipate terminology that may come up – the topic is the state of the family structure in Russia.. After a first attempt at interpreting the speech, try to look up any unfamiliar terminology that you encountered, and then interpret the passage again, integrating the terminology that you looked up.

This is a speech by Dr. Igor Byeloborodov, Director of the Demographic Research Center in Moscow:

Уважаемые коллеги!

Как известно, устройство социального мира значительной степени зависит от процессов, связанных с институтом семьи, поскольку именно последний обеспечивает смену поколений, а следовательно, и приток новых человеческих ресурсов на всех социальных уровнях. В свое время известный российско-американский социолог Питирим Сорокин отмечал важнейшую роль семьи как уникального канала социальной мобильности и одного из определяющих факторов первичной социализации людей.

Оспаривать значение семьи не приходится, так как только в ней возможна полноценная передача родительского опыта и заимствование поло-ролевых моделей отца и матери. В семье прививаются культурные единицы, свойственные конкретной исторической формации, обеспечивается преемственность традиций, формируется ценностная база индивида. Одним словом, семья является основой социальной жизни.

Очевидно также, что эффективность каждого отдельно взятого социального института измеряется качеством выполнения им своих основных функций. Однако, применив данное положение к современной семье, остается с жалостью констатировать: реализация основных функций этого общественного института испытывает сегодня серьезные затруднения.

Подробное изучение последних тенденций, связанных с институтом семьи, обнаруживает следующую, не вселяющую особого оптимизма картину.

С одной стороны, начиная с 1992 года, смертность в России превышает рождаемость. С другой — нормой для подавляющего большинства российских семей уже давно является малодетная форма репродуктивного поведения, при том что, по мнению многих демографов, именно низкую рождаемость, а не высокую смертность следует считать основной причиной развития депопуляции ¹.

Суммарный коэффициент рождаемости сегодня составляет 1,3–1,4, в то время как только для простого замещения поколений необходимо иметь в среднем 2,6 детей на эффективный брак. Это означает, что как минимум половина брачных пар должна родить не менее трех детей.

В свое время Госкомстат подготовил три варианта прогноза численности населения страны к 2016 году. Все они сводились к сокращению показателей. По среднему варианту — как минимум на 9,2 млн. человек.

Однако беда, как говорят в народе, не приходит одна: демографический спад характеризуется не просто формальным сокращением рождаемости, но и сопровождается целым рядом негативных явлений, указывающих на кризис института российской семьи в целом.

Несмотря на определенные колебания, достаточно высоко держится уровень разводимости: ежегодно расторгается примерно 800 тыс. зарегистрированных браков, из них более 30% приходится на молодые супружеские пары, состоявшие в браке до 5 лет. Как следствие, растет число незарегистрированных, так называемых «гражданских», уже по своей природе менее крепких браков.

Подобная ситуация, с одной стороны, препятствует эффективному воспроизводству потомства, с другой же — способствует появлению значительного числа матерей-одиночек, брошенных мужьями или же родивших детей вообще вне брака. В итоге почти 20% российских детей живет в неполных семьях, впитывая при этом негативный семейный опыт родителей.

Но всё это еще цветочки, поскольку наиболее ярким показателем нашей «любви» к детям является, конечно, количество абортов. Здесь Россия находится на первом месте в мире. Хроника самоистребления дает нам статистику, при которой до 2/3 всех беременностей в нашей стране заканчивается абортами.

Становится очевидным, что наблюдаемое снижение рождаемости обусловлено, прежде всего, беспрецедентной в нашей истории девальвацией общечеловеческих ценностей, отходом от традиционных семейных основ и утратой российским обществом своих духовных начал.

Спасибо за внимание.

4.5.2. Longer Speech, English to Russian

Excerpt from remarks by Bill Gates, delivered at the National Education Summit on High Schools, February 2005. Again, brainstorm before you begin, trying to predict what Bill Gates might discuss in a speech given to such an audience on such an occasion:

Thank you for that kind introduction. It is rare to bring together people with such broad responsibilities and focus their attention on one single issue. But if there is

one single issue worth your focused attention – it is the state of America’s high schools. Many of us here have stories about how we came to embrace high schools as an urgent cause. Let me tell you ours.

Everything [my wife] Melinda and I do through our foundation is designed to advance equity. Around the world, we believe we can do the most by investing in health – especially in the poorest countries. Here in America, we believe we can do the most to promote equity through education. A few years ago, when Melinda and I really began to explore opportunities in philanthropy, we heard very compelling stories and statistics about how financial barriers kept minority students from taking their talents to college and making the most of their lives.

That led to one of the largest projects of our foundation. We created the Gates Millennium Scholars program to ensure that talent and energy meet with opportunity for thousands of promising minority students who want to go to college. We [in the United States] have one of the highest high school dropout rates in the industrialized world. Many who graduate do not go onto college. And many who do go on to college are not well-prepared – and end up dropping out. That is one reason why the U.S. college dropout rate is also one of the highest in the industrialized world. The poor performance of our high schools in preparing students for college is a major reason why the United States has now dropped from first to fifth in the percentage of young adults with a college degree.

The percentage of a population with a college degree is important, but so are sheer numbers. In 2001, India graduated almost a million more students from college than the United States did. China graduates twice as many students with bachelor’s degrees as the U.S., and they have six times as many graduates majoring in engineering.

In the international competition to have the biggest and best supply of knowledge workers, America is falling behind. That is the heart of the economic argument for better high schools. It essentially says: “We’d better do something about these kids not getting an education, because it’s hurting us.” But there’s also a moral argument for better high schools, and it says: “We’d better do something about these kids not getting an education, because it’s hurting them.”

Our philanthropy is driven by the belief that every human being has equal worth. We are constantly asking ourselves where a dollar of funding and an hour of effort can make the biggest impact for equality. We look for strategic entry points – where the inequality is the greatest, has the worst consequences, and offers the best chance for improvement. We have decided that high schools are a crucial intervention point for equality because that’s where children’s paths diverge – some go on to lives of accomplishment and privilege; others to lives of frustration, joblessness, and jail.

If we keep the system as it is, millions of children will never get a chance to fulfill their promise because of their zip code, their skin color, or the income of their parents.

That is offensive to our values, and it's an insult to who we are. Every kid can graduate ready for college. Every kid should have the chance. Let's redesign our schools to make it happen.

Thank you very much.

Part III. Resources

Interpreters must be prepared for anything and everything to come up in an assignment. There are two levels of preparation: fundamental language enhancement and background knowledge in areas you know you will be working in throughout your career (e.g., medicine, politics, law, international relations); and short-term, assignment-specific research. The resources mentioned in this section should be useful in both long-range and short-term preparation.

1. Dictionaries

The first resource most people think of in connection with interpreting is the bilingual dictionary. Certainly, this is a critical tool, but like any other instrument it must be used wisely. Thanks to advances in the science of terminology, bilingual dictionaries have become increasingly sophisticated resources. They come in electronic form, even in hand-held devices, making it quick and easy to look up terms in the middle of an interpreting assignment. Not only do they provide equivalent TL terms for a large number of meanings of a SL word, but they also indicate fields in which the word is used (e.g., mechanics, agriculture, biology, etc.), collocations or phrases in which it may be found, regional variations, grammatical information, notes about register and usage, and other helpful information. Interpreters must pay close attention to these factors when choosing a TL equivalent. In case of doubt, it is a good idea to cross-check the term in a monolingual TL dictionary to be sure of the correct meaning and usage. Therefore, the interpreter's basic library should include a general bilingual dictionary in each language pair and a comprehensive monolingual dictionary in each working language.

Furthermore, dictionaries are just one type of reference work that interpreters use in their work. Not every word or phrase in a language is listed in even the most comprehensive dictionary, and the definitions or equivalents that are given sometimes do not reflect actual usage in a given context. If you look up a term and find that the meanings listed don't correspond precisely to what you think is called for in the situation at hand, you will need to look beyond the dictionary. Appendix A is a bibliography of helpful online resources for Russian-English interpreters.

2. Monolingual references

In addition to general monolingual dictionaries, specialized dictionaries in fields such as law, medicine, engineering, business, economics, and so on are very useful. If you find yourself specializing in one or two domains in your interpreting work, purchasing dictionaries in these fields would be a good investment. For occasional work, consulting references at a local library is usually sufficient (if you are not already familiar with libraries in your area, you should find out about the holdings and the requirements for checking out books at public and university libraries near where you live and work). These references are available in English and in Russian, especially, if you are well aware of the Russian search engines, as well as electronic book stores, such as www.biblio-globus.com and www.kniga.com

Introductory textbooks and manuals are another good source of information on technical subjects, as are books intended to explain complex issues for laypersons (the *Idiot's Guide to ...* and *Law in a Nutshell* series are examples of such works). You may not feel justified in purchasing these materials unless you work extensively in the field in question, so you can obtain them at public libraries. Most professional interpreters are insatiable readers who are always on the look-out for interesting reading matter that may not be relevant to their immediate needs but could come in handy in future assignments.

3. Recommended Reading:

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Г.И. Седова, В.В. Степанов. ДОЗНАНИЕ. Функции и организация деятельности. Учебное пособие, Москва, 2003

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У. Альбрехт, Дж. Венц, Т. Уильямс. Мошенничество: Луч света на темные стороны бизнеса. IRWIN, 1995

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Кодекс Российской Федерации об административных правонарушениях. Москва, 2003

4. Periodicals

At a minimum, every interpreter should subscribe to a daily newspaper to follow current events and keep up with language usage. Monthly publications such as magazines and scientific or professional journals are also useful for following developments and learning specialized terminology in a variety of fields. In the past, it was expensive and sometimes impossible to subscribe to foreign publications to maintain and improve other languages, but thanks to the World Wide Web, this is no longer a problem. Daily newspapers all over the world publish electronic versions online, sometimes at no cost and sometimes for a modest subscription price. www.smi.com provides such free access to quite a few periodicals and journals. Specialized journals are also increasingly available on the Internet. Reading all of these publications *regularly* is essential for the interpreter's continuing professional development. The Johnson's Russia List helps scanning daily periodicals for articles on Russia www.cdi.org/russia/johnson

Portals such as Google have many links to websites where news and information can be obtained. In Russia, they have their own Google sites. Simply enter www.google.ru. If you know of a particular newspaper or magazine you want to read online, you can go directly to the site. Some of these publications require that you be a paid subscriber to access the entire site, but often you can read the headlines without subscribing, and some publications are entirely free. Good portals and search engines for finding Russian-language sites online are: <http://www.russiatoday.com>, www.yandex.ru, www.rubicon.ru, www.rambler.ru, www.narod.ru, www.glossaries.ru, <http://www.durov.com/speeches.htm>, http://www.behigh.org/library/dictionary/hippy_slang.html, etc.

5. TV, radio, music, movies, fiction

Written references are just one means of language enhancement. All media, whether written, spoken, sung or in any other form, are tools to help the interpreter keep up with ever-changing languages. The settings in which the interpreter works will dictate, to some extent, the domains on which he or she will focus; but because there is no predicting what someone might say in an interpreted interaction (not just in prepared remarks or planned communication but also asides and spontaneous utterances), any exposure to language

usage may be brought to bear. A dialogue in a novel, the lyrics to a popular song, a conversation overheard in the supermarket, or a line from a play could provide just the term the interpreter needs at a crucial moment. Thus, as interpreters go about their normal activities, even during their leisure time, they never stop paying attention to how language is used. It is a good idea to carry around a little notebook or a digital Dictaphone, to jot down terms when they come up so that they will not be forgotten. They can later be transferred to a more permanent resource such as a computerized glossary, supplemented with information from subsequent research in language reference works.

6. Internet

The Internet is a great source for professional interpreters, offering a wealth of information that was not previously accessible. Here are a few useful websites for background research and assignment preparation:

E-Dictionaries

www.miltitrans.ru

<http://www.lingvo.ru/>

www.multitran.ru

www.context.ru

<http://encyclopedia.thefreedictionary.com/Russian%20Mafia>

<http://legal-dictionary.thefreedictionary.com/Russian+Mafia>

<http://encyclopedia.thefreedictionary.com/Law>

www.americana.ru

U.S. Government Agencies

Library of Congress: <http://www.loc.gov/rr/news/extgovd.html>

Department of Homeland Security: <http://www.dhs.gov/dhspublic/>

Internal Revenue Service: <http://www.irs.gov/>

Department of Justice: <http://www.usdoj.gov/>

White House: <http://www.whitehouse.gov/>

Department of State: <http://www.state.gov/>

House of Representatives: <http://www.house.gov/>

U.S. Senate: <http://www.senate.gov/>

Government Printing Office: <http://www.gpoaccess.gov/index.html>

CIA World Fact Book: <http://www.cia.gov/cia/publications/factbook/geos/us.html>

Federal Bureau of Investigation: <http://www.fbi.gov/>

Russian Government Agencies:

www.gov.ru

www.kremlin.ru

International Organizations

United Nations: <http://www.un.org/english/> or <http://www.un.org/Russian/>

World Bank: <http://www.worldbank.org/>

World Trade Organization: <http://www.wto.org/>
World Health Organization: <http://www.who.int/en/>
Interpol: <http://www.interpol.com/>
Amnesty International: <http://www.amnesty.org/>

Law and Politics:

Federal Judiciary: <http://www.uscourts.gov/>
Cornell University Law School Legal Information Institute: <http://www.law.cornell.edu/>
Nolo Press: <http://www.nolo.com/lawcenter/>
Court TV: http://courttv.com/home_news/index.html
Black Letter Law: <http://www.lawsnet.com/>
www.kodeks.ru/
www.polit.ru
www.garant.ru/
www.gov.consultant.ru/
www.legalawareness.ru/
<http://slang.od.ua/>
<http://www.antiterror.ru>
http://www.neprobui.ru/42_slang.htm
<http://oversmoke-gang.narod.ru/sleng.html>
http://www.narkotiki.ru/iftrouble_5390.html
<http://www.drugs.indiana.edu/slang/>
<http://skygriton.narod.ru/Links/Drugs.htm>
http://psyonline.ru/info/?tree_id=11&qid=2163
<http://www.tarusa.ru/~pactp/spr/index.html>

Military

http://www8.brinkster.com/vad777/russia/rus_army.htm
<http://www.mavicanet.ru/directory/rus/12124.html>

Medicine:

Medline Plus: <http://www.nlm.nih.gov/medlineplus/>
National Library of Medicine:
http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Link&db=PubMed&dbFrom=PubMed&from_uid=12593611
Medical Dictionary Online: <http://www.online-medical-dictionary.org/>
Centers for Disease Control: <http://www.cdc.gov/>
TCM Information Service: <http://www.cintcm.ac.cn/>
39 Healthnet: <http://www.39.net/>
<http://www.consilium-medicum.com/index/education/dictionaries.shtml>
http://www.glossary.ru/cgi-bin/gl_sch2.cgi?RKroto,lxqg9!slko.otg

Business, Economics, Finance

U.S. Chamber of Commerce: <http://www.uschamber.com/default>
Small Business Administration: <http://www.sba.gov/>

U.S. Securities and Exchange Commission: <http://www.sec.gov/>
Congressional Budget Office: <http://www.cbo.gov/>
<http://bankir.ru/slovar/>

Language Resources:

National Public Radio Transcripts: <http://www.npr.org/transcripts/>
English Idioms: <http://www.geocities.com/Athens/Aegean/6720/>
English Acronym Finder: <http://www.acronymfinder.com/>
www.wordspy.com
www.dictionaries.com
http://www.google.ru/language_tools
www.gramota.ru

Specialized Terminology, Corpus and Dictionary Resources:

Former SU
<http://www.geocities.com/Athens/9479/sov2.html>
IMF Terminology: <http://www.imf.org/external/np/term/index.asp?index>
HK Stock Exchange Glossary: <http://www.hkex.com.hk/glossary/glossary.htm>
Stock Market glossary: www.quote123.com/usmkt/edu/glossary/glossary.asp
Criminology: <http://buynet.ru/book/index.shtml?/book/b/rdci.htm>
<http://www.cdi.org/russia/258-10.cfm>
<http://gangstersinc.tripod.com/Rus.html>
Non-proliferation terms: <http://cns.miis.edu/>
Nuclear non-proliferation: <http://www.nti.org/>
Russian Glossary list from Translator's Home Companion:
<http://www.golf.ru/common.php3?c=clinic/clinic0.htm>
<http://www.army.ru/MAP/> (geographical maps)
<http://www.gotovim.ru/> (food)

Translator and Interpreter Education/ Associations/ Resources

AIIC: <http://aiic.net> (international interpreter association; good resources for clients and professional interpreters as well as beginning/ aspiring/ student interpreters)
Monterey Institute of International Studies: <http://www.miis.edu/gsti-about-dean.html>
(offers a master's degree in translation and interpretation)
www.trworkshop.net/
www.translators-union.ru/
www.business-perevod.ru/
www.forum.lingvo.ru/
www.americana.ru
<http://avto.ykt.ru/kpervoda/khan/art3.html>
<http://dk.chita.ru/rv/articles/translterms.html> (Меньяр-Белоручев)
<http://www.lingvoda.ru/forum/actualthread.aspx?tid=2585>

Translation Memory Resources (for written translation):

A Cost/Benefit Analysis: <http://www.webbsnet.com/translation/thesis.html>
Trados: <http://www.trados.com/>

Deja Vu: <http://www.atril.com/>

Wordfast: <http://accurapid.com/journal/17wordfast.htm>

List of tools: <http://www.foreignword.com/Technology/tm/tm.htm>

Cultural Resources:

<http://www.russianculture.ru/>

<http://www.vokrugsveta.ru/>

News sites: (Some of these sites are bilingual)

www.etvnet.ca (All Russian TV channels)

www.vesti.ru

www.ntv.ru

www.ekhomoskvy.ru

www.gazeta.ru

www.itar-tass.ru

www.rian.ru

www.themoscowtimes.com

www.rosbalt.ru

www.fontanka.ru

<http://magazines.russ.ru/>

BBC Russian Service: <http://news8.thdo.bbc.co.uk/Russian/>

VOA Russian Service: <http://www.voanews.com/Russian/>

List of Russian radio stations available on the internet:

www.svoboda.org/programs

Search Engines:

In English -

<http://www.russiatoday.com>

www.google.com

www.wikipedia.com

In Russian -

<http://www.yandex.ru>

<http://www.rubikon.ru>

www.mail.ru

www.narod.ru

6. Human resources

In addition to all of the resources mentioned above, human beings are an incomparable source of information. Sometimes an interpreter will need to consult a professional in a given field for a background briefing or help with terminology, or a fellow interpreter who has worked in similar cases before. Email makes it possible to make such inquiries

anywhere in the world, even to perfect strangers. There are also online networks known as list serves in which translators and interpreters consult with each other about their work. Professional associations such as the American Translators Association (www.atanet.org) and the National Association of Judiciary Interpreters and Translators (www.najit.org) provide links to such email lists. Sometimes an interpreter may need to consult the mechanic in the garage down the street or the elderly woman who works at the dry cleaners because that individual's personal or work history affords special expertise. Even a child on a playground or a fellow shopper in the grocery store could be a source of information, depending on what the need is. An interpreter determined to find the right term would leave no stone unturned.